KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2017

KURIKULUM 2013

EDISI REVISI 2017

Bahasa Inggris

When English Rings a Bell



SMP/MTs

KELAS

VII

Disklaimer: *Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis dan laman http://buku.kemdikbud.go.id atau melalui email buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.*

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Kata Pengantar

Bahasa Inggris adalah bahasa utama dalam komunikasi antarbangsa dan pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad ke-21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar yang menggunakan bahasa Inggris dibandingkan bahasa lainnya.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII ini disusun untuk meningkatkan kemampuan berbahasa Inggris para siswa. Penyajiannya menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi, berpikir, dan mengolah rasa. Pemahaman terhadap jenis, kaidah, dan konteks suatu teks ditekankan sehingga memudahkan siswa menangkap makna yang terkandung dalam suatu teks dan menyajikan informasi, gagasan, pikiran, dan perasaan dalam bentuk teks secara kontekstual sehingga mudah dipahami orang lain. Komunikasi yang disajikan di sini adalah komunikasi sehari-hari. Bagi beberapa sekolah dan daerah yang telah mengajarkan Bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disajikan perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan siswa, walaupun struktur pembelajarannya tetap mengacu pada model yang ada dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris dibentuk melalui pembelajaran berkelanjutan. Pembelajaran model ini dimulai dengan peningkatan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan, baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat. Pembelajaran berkelanjutan ini bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Sebagai edisi kedua, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Juli 2016

Tim Penulis



Daftar Isi

Observing and asking questions



This is Me!

Name : ....

Date of Birth : ....

Address : ....

....

....

School : ....

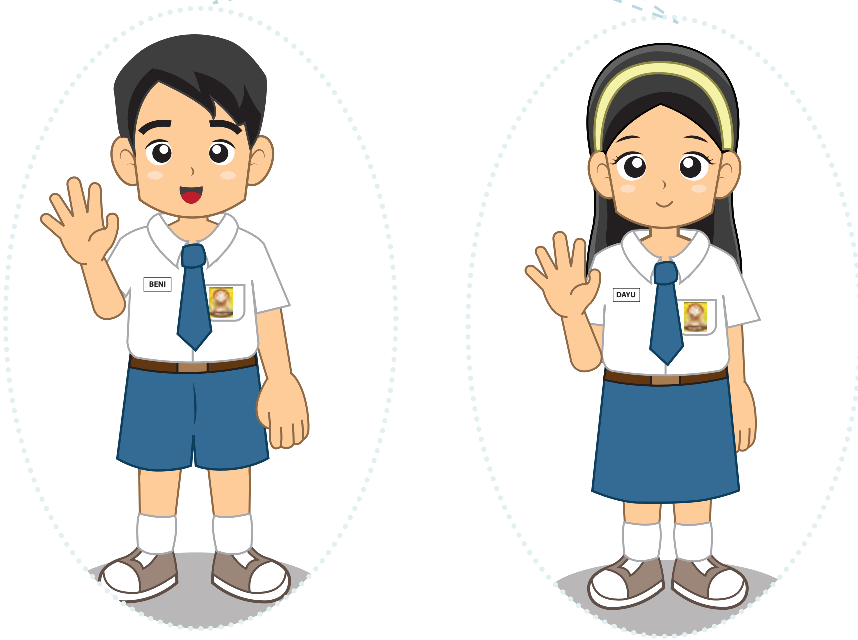
Class : ....

Hobbies : ....

....

Favorite Color : ....

Favorite Food : ....



Chapter I

Good morning. How are You?



We will learn:

- to greet
- to take leave
- to say thank you
- to say sorry



Observing and asking questions



Let's sing a song!

Good Morning

Anonym

| 1 2 1 4 | 3 – – 0 |

Good morning to you

| 1 2 1 5 | 3 – – 0 |

Good morning to you

1 5 3 1 1 6

Good morning dear my friends

4 3 1 2 1

Good morning to you

1 2 1 4 3

Good night to you

1 2 1 5 3

Good night to you

1 5 3 1 1 2

Good night dear my friend

4 3 1 2 1

Good night to you.



Let's sing a song.

How are You?

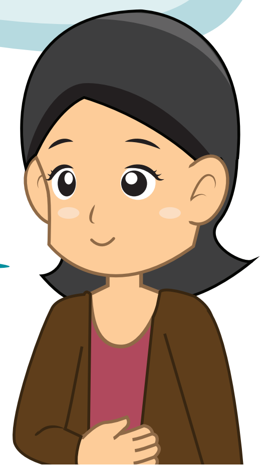
A Traditional song

Good morning my friends, how are you?
I'm fine!
Good morning my friends, how are you?
I'm fine!
Good morning my friends,
Good morning my friends,
Good morning my friends how are you?
I'm fine!

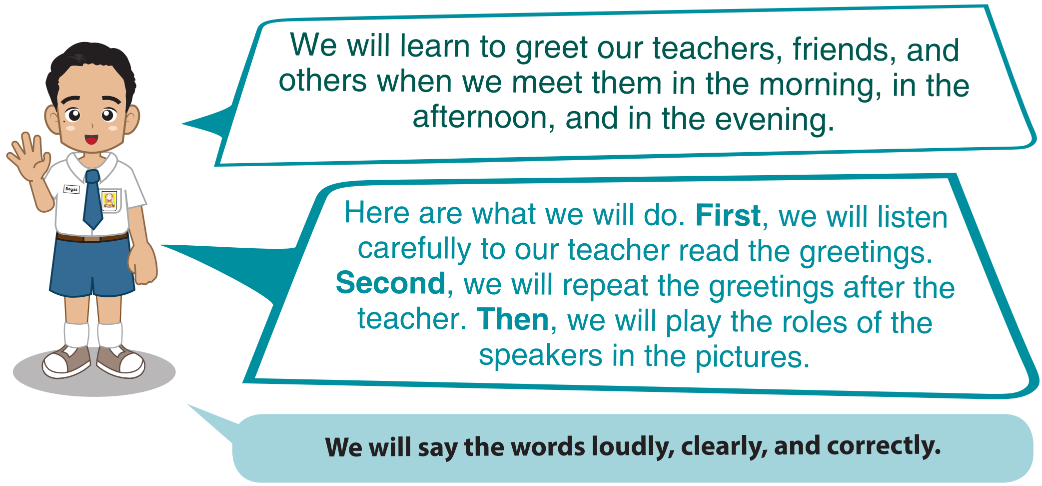
Note: you can change

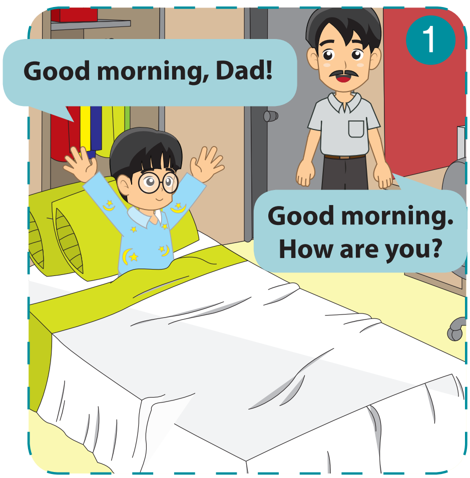
- Good afternoon – I'm great!
- Good evening – I'm good!

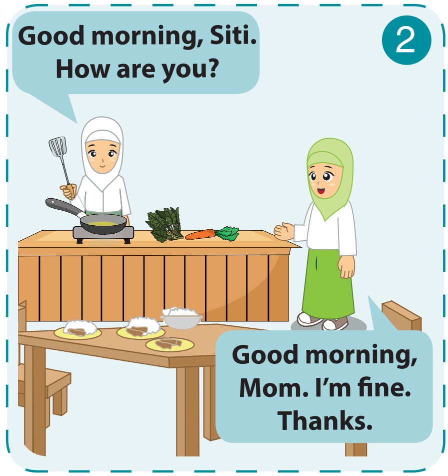
*the rhyme is the same as "If You're Happy and You Know It" song.



Observing and asking questions



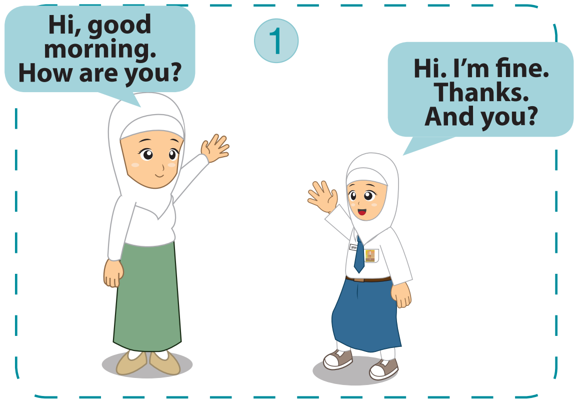


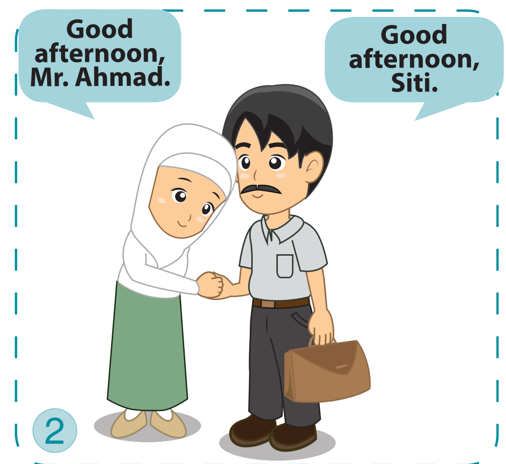


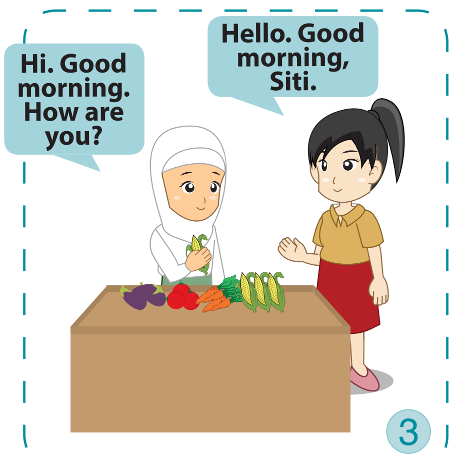


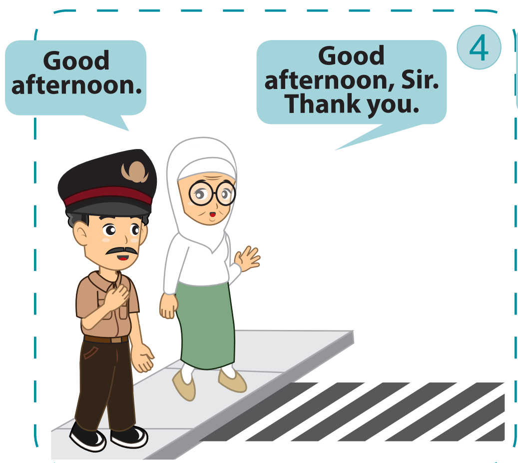


Observing and asking questions





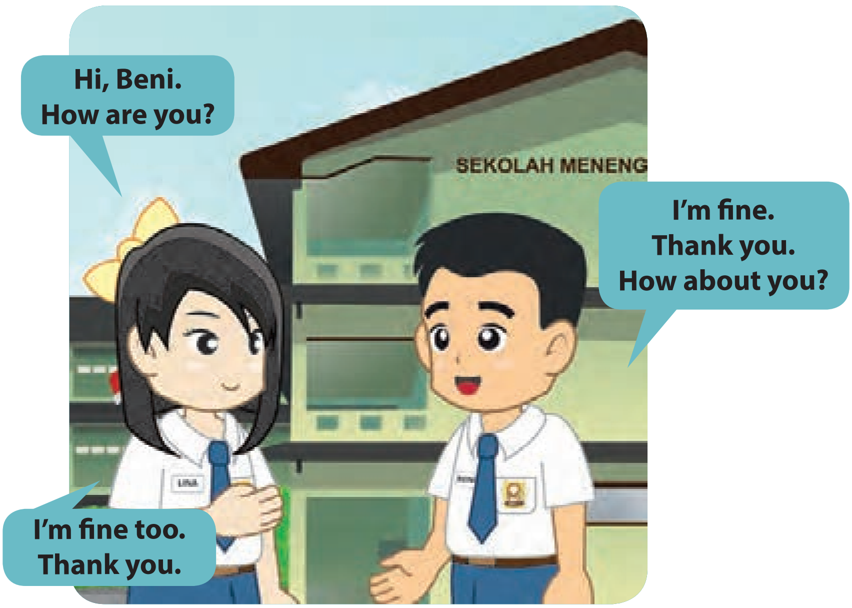




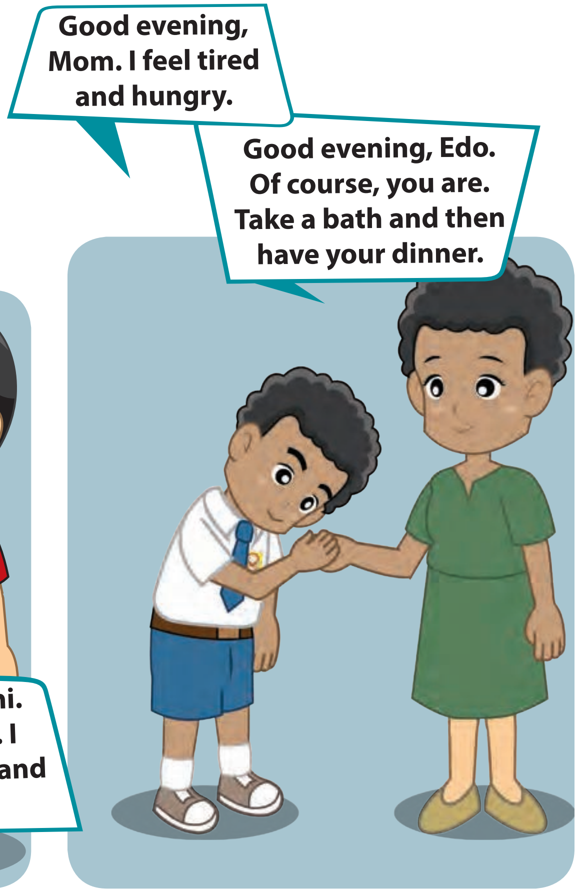


Observing and asking questions



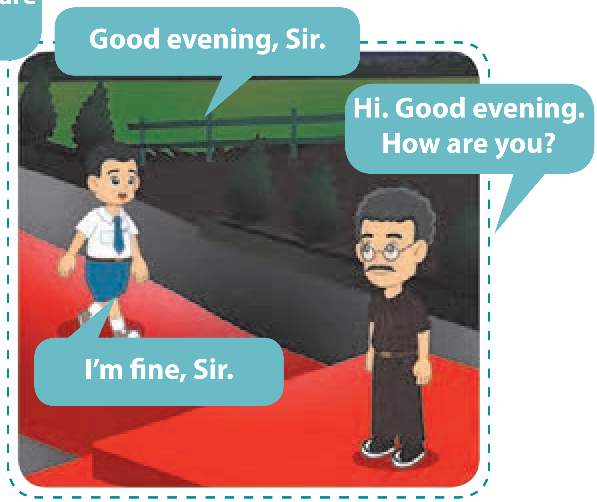


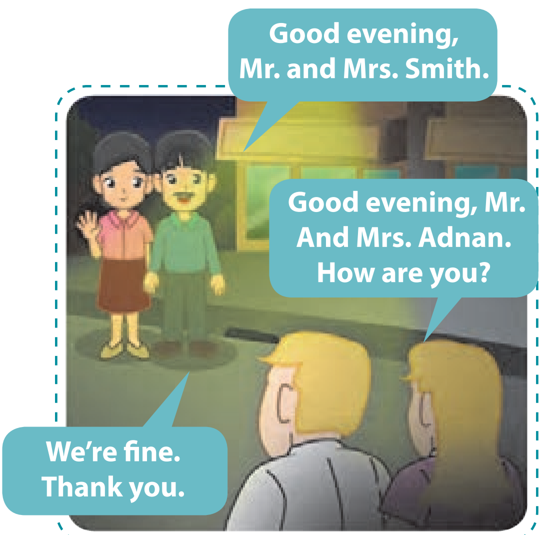

Good evening, Dad.
Are you tired?
Good evening, Beni.
Yes, I'm very tired. I want to take a bath and then have dinner.


Good evening, Mom. I feel tired and hungry.
Good evening, Edo. Of course, you are. Take a bath and then have your dinner.

Observing and asking questions









Observing and asking questions



We will do a drill to greet people in the morning, in the afternoon, and in the evening.

Here are what we will do each time. **First**, we will see a sign of time: morning, afternoon, or evening. **Second**, one person will state a proper greeting for the time. **Then**, another person will respond to the greeting properly, too.

We will say the words loudly, clearly, and correctly.

Observing and asking questions



We will make a list of the people we greeted in English today. We will use the table and do it like the examples.

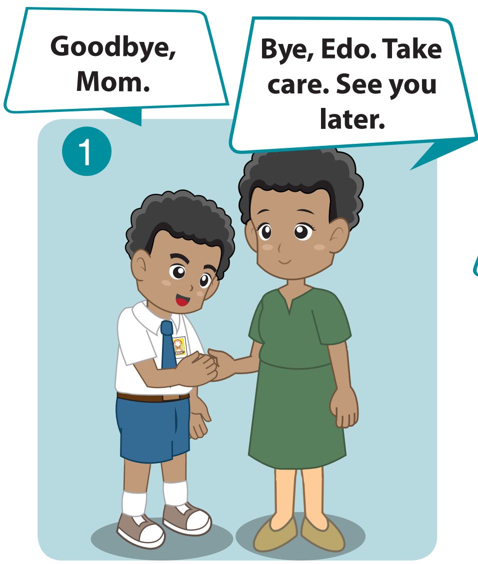
No.	Who?	What time?	What did you say?
1.	Nyoman	6.30	Good morning, Nyoman?
2.	Mr. Erry	10.00	Good morning, Sir. How are you?
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			



We will learn to say goodbye.

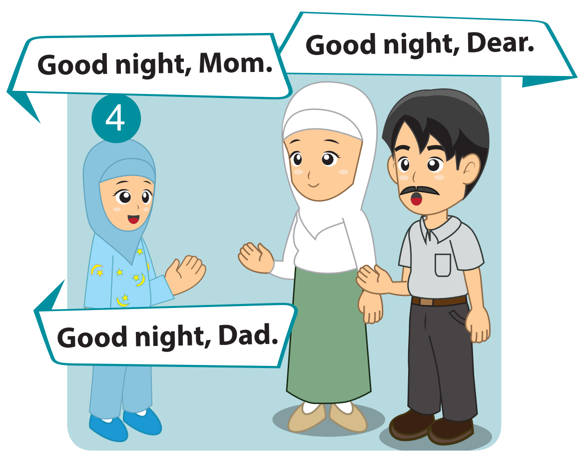
Here are what we will do. **First**, we will listen carefully to our teacher read the statements of goodbye. **Second**, we will repeat the statements after the teacher. **Then**, we will play the roles of the speakers in the pictures.

We will say the sentences loudly, clearly, and correctly.









Observing and asking questions





We will do a drill to say goodbye.

Here are what we will do each time.
First, we will hear our teacher state a situation.
Then, we will respond with a proper statement to say goodbye.

We will say the sentences loudly, clearly, and correctly.

We will make a list of the people we said goodbye to in English today. We will use the table and do it like the examples.



No.	Who?	What time?	What did you say?
1.	Mrs. Lina	12.35	Goodbye, Mrs. Lina. See you tomorrow.
2.	Winda	12.45	Bye. Take care.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Observing and asking questions

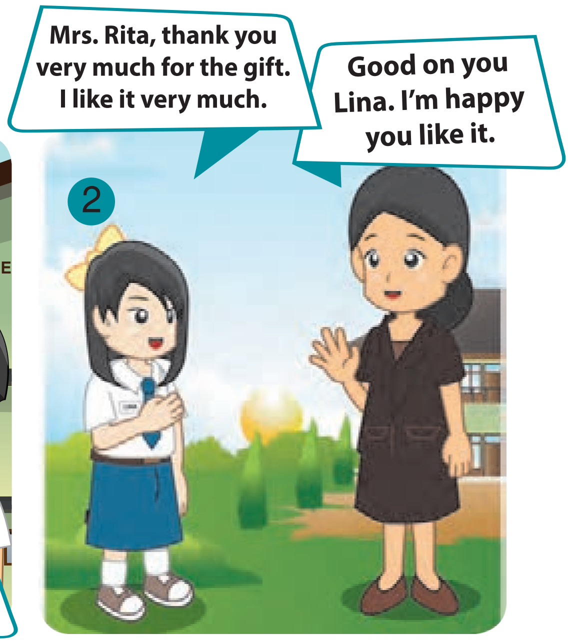


We will learn to thank and to say sorry.

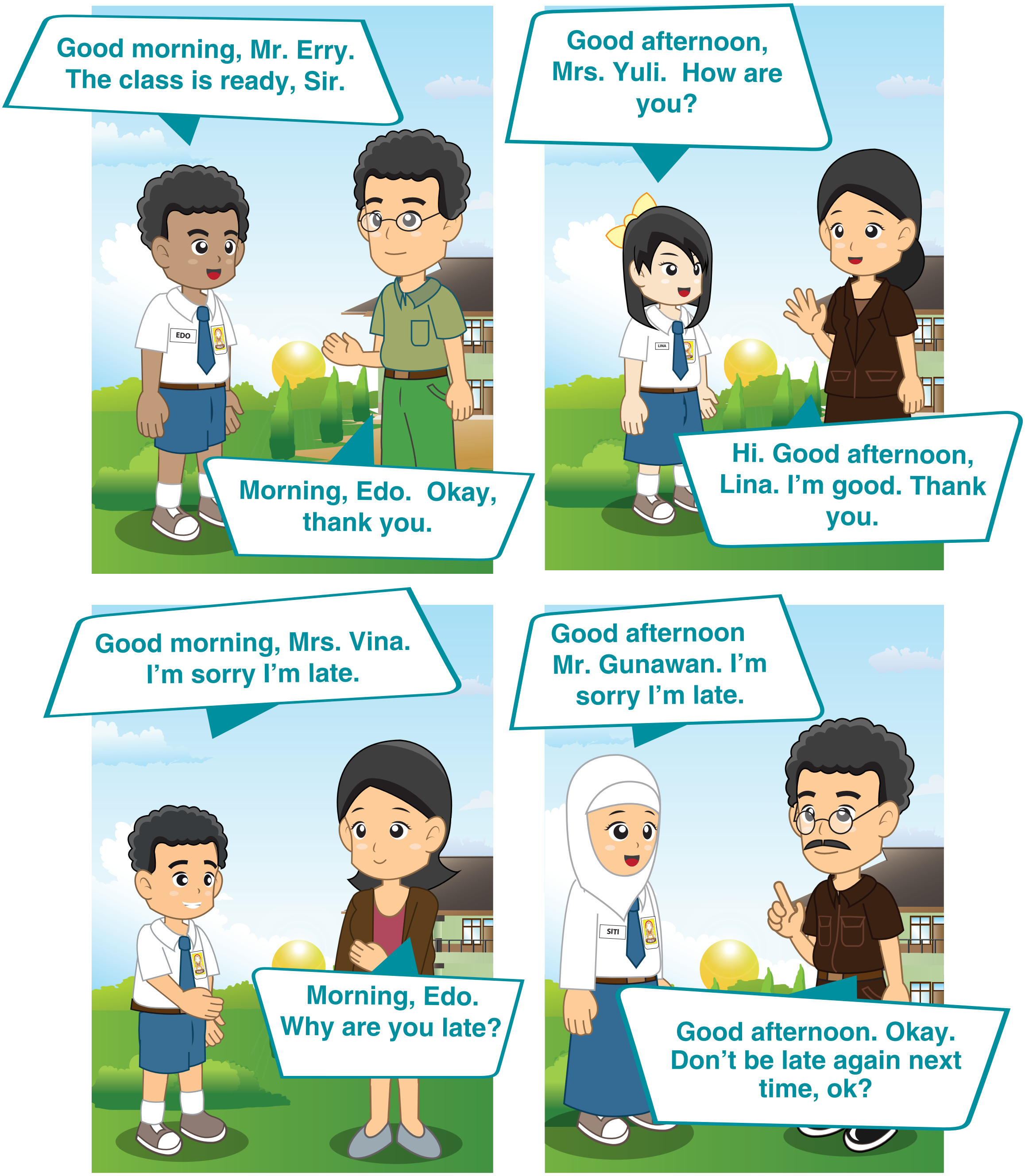
Here are what we will do each time. **First**, we will hear our teacher state a situation. **Then**, we will respond with a proper statement to thank or to say sorry.

We will say the words loudly, clearly, and correctly.

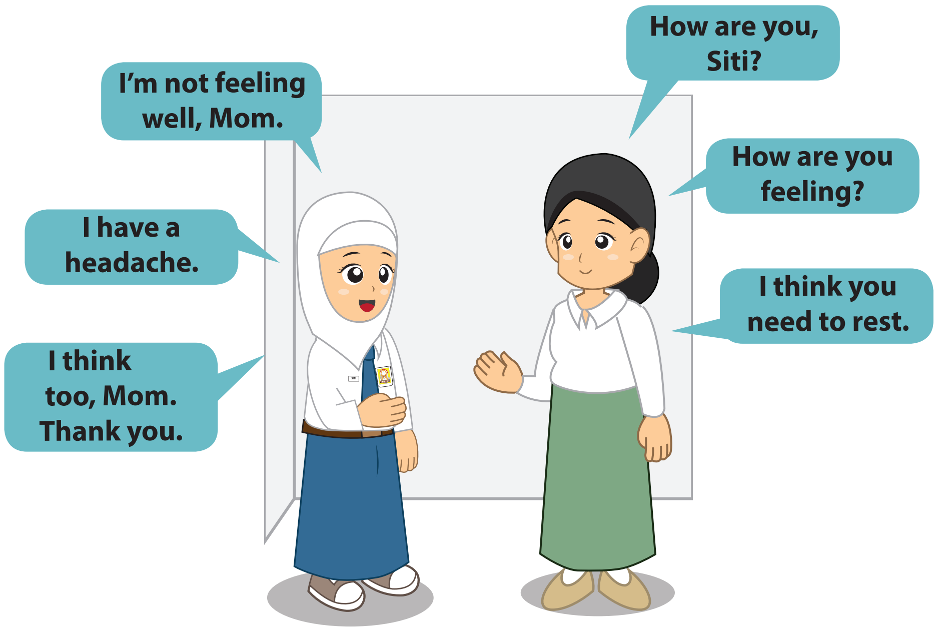


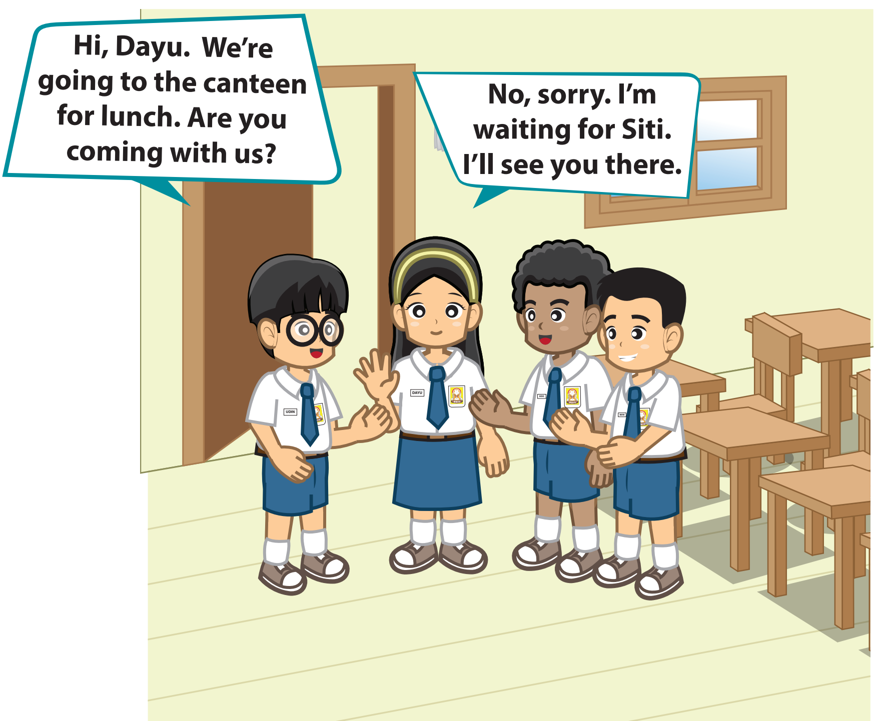


Observing and asking questions



Observing and asking questions





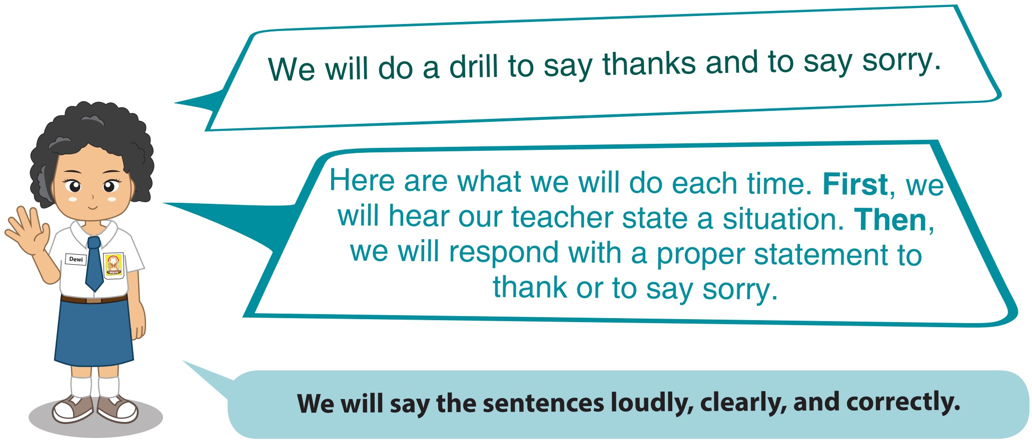
Observing and asking questions





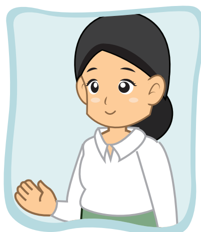


Collecting information





Now, I know....



My Mother



My Father



My Friend

From now on, I will always

- greet others when I meet them,
- say goodbye when I leave them,
- thank others for doing good to me,
- say sorry when I make a mistake.



My Teacher



My Friend



My Teacher



My Brother



My Sister



Chapter II

This is me!



We will learn to share and inquire about each other, including:

- our identities,
- our hobbies and what we like,
- the members of our family.



Observing and asking questions



We will learn to tell other people about our names, our origins, and our home address.

Here are what we will do. **First**, we will listen carefully to our teacher present the facts about the six speakers, one by one. **Second**, we will repeat the presentation after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.

Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.





Good morning. My name is Max Bae. I'm from East Nusa Tenggara. I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar.

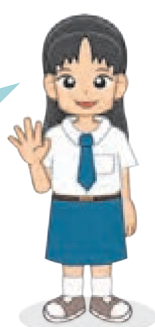
Hi. My name is Tito Pesolima. I am from Seram Island. I live in Kampung Medan RT 4, RW 7, on jalan Teratai. Precisely, I live at 23 Jalan Teratai.





Hello. My name is Haira. I am from Central Kalimantan. I live in Palangkaraya, in Kecamatan Rangutan, RT 3, RW 4, on Jalan Belimbing. To be precise, I live at 15 Jalan Belimbing.

Good afternoon. My name is Dedeh Fatima. I am from West Java. I live in Bandung, in Kampung Pandan, on Jalan Serai. Precisely, I live at 46 Jalan Serai, Bandung.





Hi. My name is Azwar. I'm from South Sulawesi. I live in Makassar, in Kampung Angin Mamiri, RT 4, RW5. I live on Jalan Buntu. To be precise, I live at 10 Jalan Buntu, Makassar.



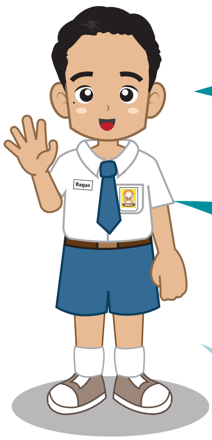
We will work in group. We will present, not read, the facts about each person to each other, orally.

Here are what we will do. **First**, we will study the example carefully. **Second**, with the given form below, we will take notes of the facts about each person. We will handwrite it. **Then**, we will learn how to present, not read, the information to each other, orally.

We will use the right **prepositions** (at, on, in) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

NAME	:	Max Bae
PLACE OF ORIGIN	:	East Nusa Tenggara
HOME ADDRESS	:	
Home	:	**at** 5 Jalan Denpasar
Street	:	**on** Jalan Denpasar
RT/RW	:	–
Kelurahan	:	–
Kecamatan	:	**in** Kecamatan Angkasa
Town/City	:	**in** Kupang

Collecting information



We will work in group. Each of us will present, not read, similar facts about ourselves in real life, orally.

Here are what we will do. **First**, with the same form, each one of us will take notes of our own facts in real life. We will handwrite it. **Then**, we will present, not read, it to each other, orally.

We will use the right **prepositions** (at, on, in) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

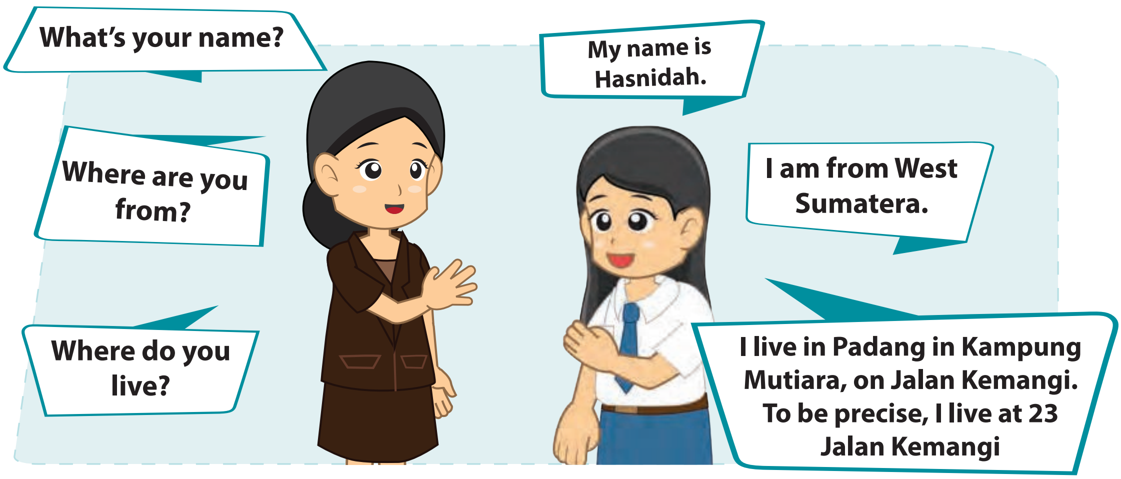
Observing and asking questions

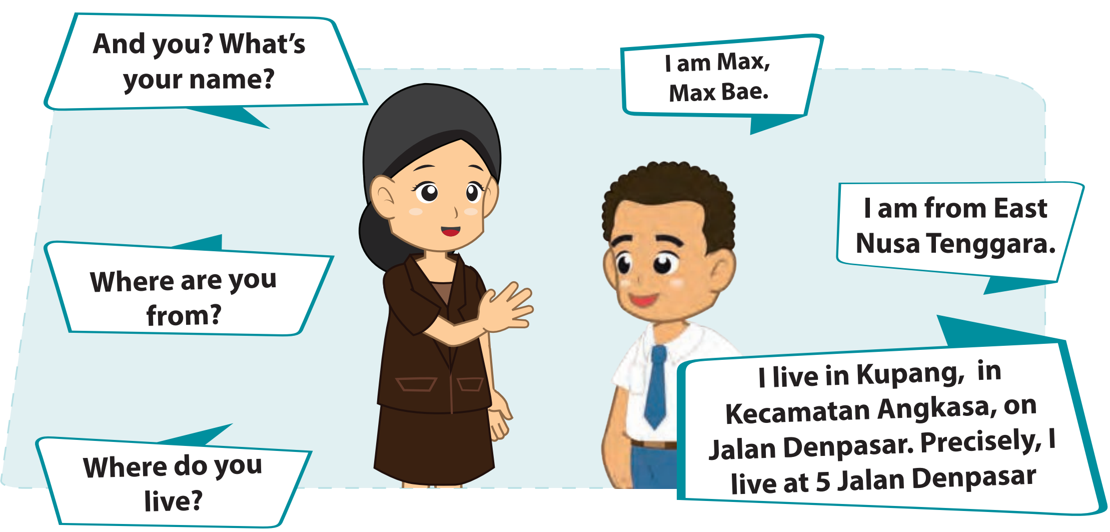


We will ask and answer questions about our names, origins, and home addresses.

Here are what we will do. **First**, we will listen carefully to our teacher read the question-and-answer interactions, one by one. **Second**, we will repeat the questions and the answers after the teacher. **Then**, in group, we will play the roles of the speakers.

We will say the sentences loudly, clearly, and correctly.





Collecting information



We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above, orally.

Here are what we will do. **First**, we will bring the same form to take notes about the people we will meet. We will write only one name on each note. **Second**, we will go to each person and ask for their place of origin and complete home address. **Finally**, we will put our notes on the wall of the classroom. We will answer questions from others who visit our notes.

We promise, we will use only English. We will not use Bahasa Indonesia. We will use the right prepositions (in, on, at) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

NAME	:	Nela Sembiring
PLACE OF ORIGIN	:	Medan
HOME ADDRESS	:	
Home	:	**at** 26 Jalan Kepodang
Street	:	**on** Jalan Kepodang
RT/RW	:	IV/3
Kelurahan	:	Unggas Jaya
Kecamatan	:	**in** Kecamatan Kuala Utara
Town/City	:	**in** Medan



We will learn how to spell our names.

Here are what we will do. **First**, we will learn to say each letter correctly. **Second**, we will repeat the examples after the teacher. **Then**, in groups, we will learn to spell the names of all the students in the class and the names of all our teachers.

We will say the words loudly, clearly, and correctly.

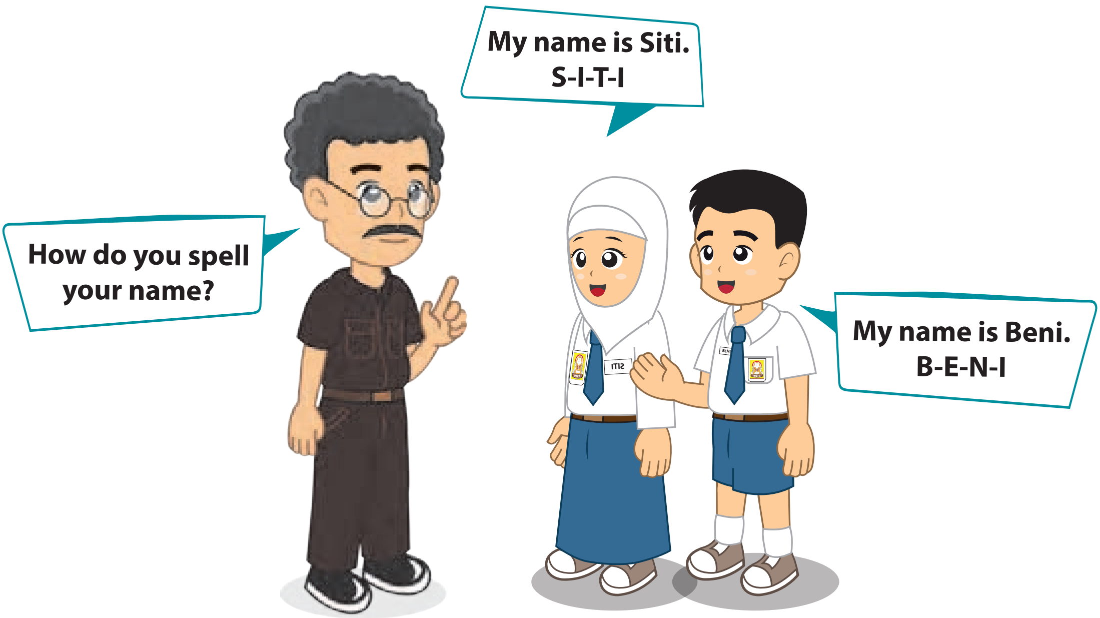


Let's say every letter loudly, clearly, and correctly.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Observing and asking questions







We will redesign and add the English expressions into our Student ID Card, our Library ID Card, and any other ID card we have.

Here are what we will do. We will work in groups. **First**, we will study the examples. **Second**, we will put the English expressions under the Indonesian expressions. **Then**, we will put our cards in the new design on the wall of the classroom. We will answer questions from others who visit our cards.

We will spell the words and use the punctuation marks correctly.

Perpustakaan SMP ______________________

____

Nama : ....

No. Kartu : ....

Tempat/Tanggal lahir :..

Alamat : ....

Library of SMP______________________

____

Nama : ....
Name

No. Kartu : ....
ID. Number

Tempat/Tanggal lahir : ....
(Place and Date of Birth)

Alamat : ....
(Address)

Observing and asking questions



We will learn to tell more information about ourselves. We will learn to tell our hobbies and what we like in our life.

Here are what we will do. **First**, we will listen carefully to our teacher read the examples. **Second**, we will repeat the examples after the teacher, sentence by sentence. **Third**, in groups, we will play the roles of the speakers in the pictures. **Then**, we will use the guide to collect some facts about ourselves. Finally, we will present, not read, our facts to each other, orally.

We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Hi. I'm Annisa.
I'm a student of SMP Teladan Bangsa, Bulungan.
I live in Bulungan, North Kalimantan.
My hobbies are cooking and running.
My favourite colors are yellow and blue.
My favourite snack is fried banana.
Nice to see you.



Hello, my name is Yohannes .

I am a student of SMP Negeri 2 Biak.

I live in Biak, Papua.

I like swimming and reading books.

My favorite color is green.

My favorite food is fried rice.

Nice to meet you.



Collecting information

Hello, my name is ....

I am a student of ....

I live in ....

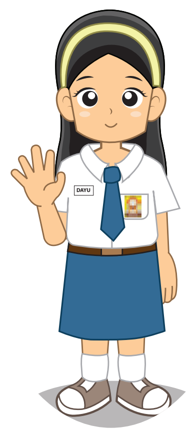
I like / my hobby is / hobbies are..........................

My favourite colour(s) is/are ....

My favourite food ....

Nice to see/meet you.







We will learn to tell more information about ourselves. We will learn to tell each other the members of our family

Here are what we will do. **First**, we will listen carefully to our teacher read the examples. **Second**, we will repeat the examples after the teacher, sentence by sentence. **Third**, we will take notes of the people in the speaker's family. We will handwrite it, like the examples. **Then**, we will learn to present, not read, the information to each other, orally.

We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She's is still in kindergarten or kindy.

There are five people in my family: my father or my dad, my mother or my mom, my younger sister, my little brother and myself. My father is Mr. Henry. He's a farmer. My mother is Mrs. Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindy yet. He's in playgroup.





Collecting information

NAME : Anugrah
The members of the family:
Father : Mr. Rajali
Work: a teacher

Mother: ...
Work: ...

Elder/big brother: ...
School: ...

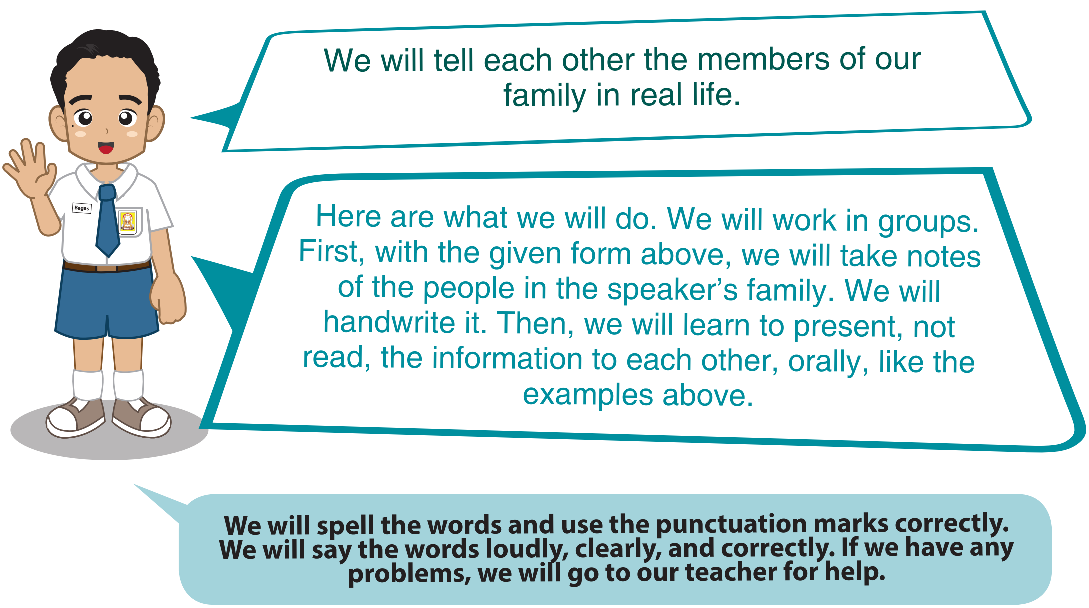
Little sister: ...
Kindergarten (kindy)

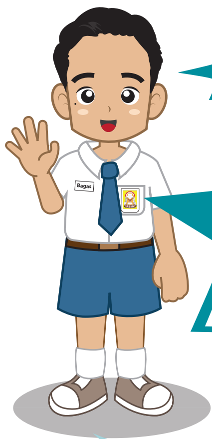
NAME : ...
The members of the family:
Father : ...
Work: ...

Mother: ...
Work: ...

Younger sister: ...
School: ...

Little brother: ...
...





We will make a “This is me!” project.

Here are what we will do. We will work in groups. **First**, with the given form, we will take notes of the people in the speaker’s family. We will handwrite it. **Then**, we will learn to present, not read, the information to each other.

We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

I live in

____

____

I am from

____

My name is

____

____

There are ... people in my family. They are

____

____

My favourite thing(s) is/are

____

____

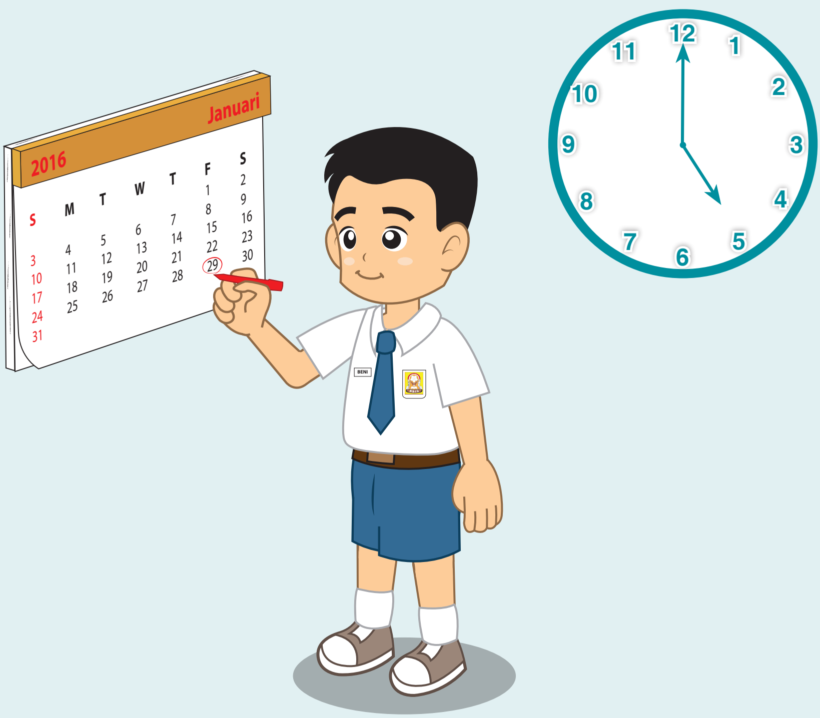
My hobby (ies) is/are

____

____

Chapter III

What Time Is It?





We will learn:

- to tell the time,
- to tell the date,
- to tell the day, and
- to tell the month

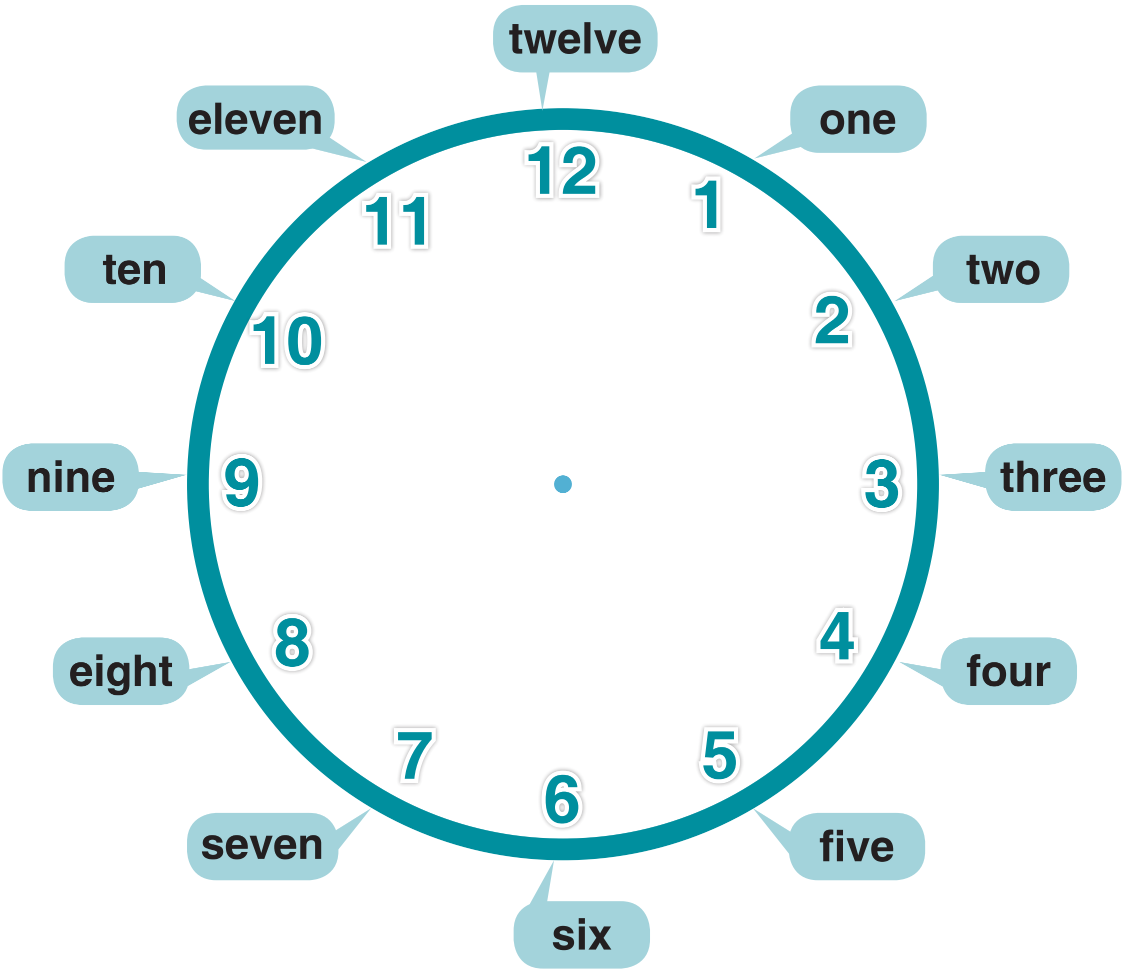
Observing and asking questions



We will learn to say the time.

Here are what we will do. **First**, we will listen carefully to our teacher say the times, "It's one o'clock. It's two o'clock." and so on. **Second**, we will repeat the words after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.



Observing and asking questions



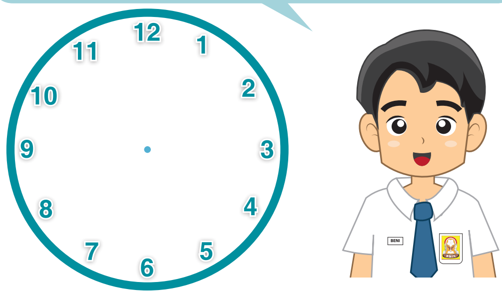
We will tell Beni’s meal times everyday, orally.

Here are what we will do. **First**, we will listen carefully to our teacher say the sentences. **Second**, we will repeat the sentences after the teacher, one by one. **Then**, we will draw the hands of the clock to show the times.

We will say the sentences loudly, clearly, and correctly.

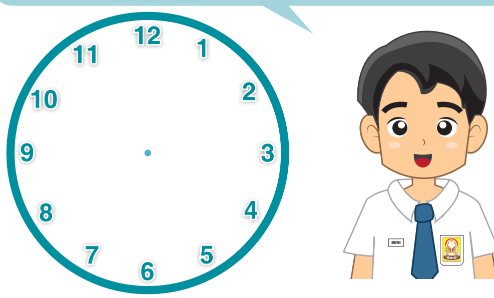


It is **six o’clock in the morning.** It’s time for breakfast! I have breakfast at six o’clock in the morning.



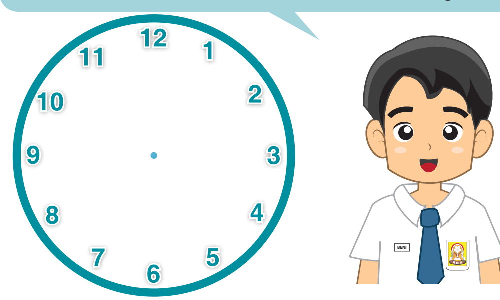


It is **one o’clock in the afternoon.** It’s time for lunch! I have lunch at one o’clock in the afternoon.





It is **seven o’clock in the evening.** It’s time for dinner! I have dinner at seven o’clock in the evening.



Collecting information



We will tell the class the meal times of everybody in our groups.

Here are what we will do. We will work in groups. **First**, we will repeat the example to tell Benny's meal times after the teacher. **Second**, we will make a table of our meal times in our notebooks. **Then**, each one of us will handwrite to tell the meal times of everybody in our group in our note books. **Finally**, each of us will tell the meal times of everybody in our groups to the class, orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

No.	Name	Breakfast Time	Lunch Time	Dinner Time
	Beni	06.00 in the morning	01.00 in the afternoon	07.00 in the evening
1.				
2.				
3.				
4.				
5.				

Beni has breakfast at six o'clock in the morning. He has lunch at one o'clock in the afternoon. He has dinner at seven o'clock in the evening.

____

____

____



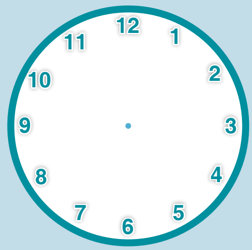
We will learn to tell what Edo does on one Sunday.

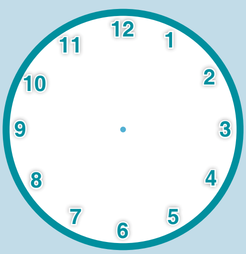
Here are what we will do. We will work in groups. **First**, we will listen and repeat after the teacher to read each activity carefully. **Second**, we will draw the hands of the clock to show each time.

We will say the sentences loudly, clearly, and correctly.



It is Sunday. It is **five o'clock in the morning**. Edo gets up and takes a bath.



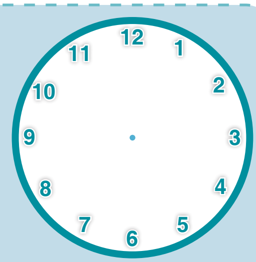


It is **eight o'clock in the morning**. Beni, Udin, and Edo fly kites. They have lots of fun.

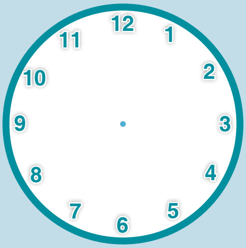




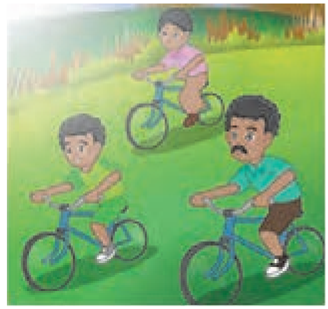
It is **half past one in the afternoon**. Edo goes to the library with Udin and Beni. They love reading books.



Observing and asking questions

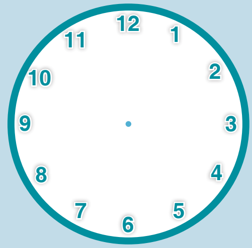


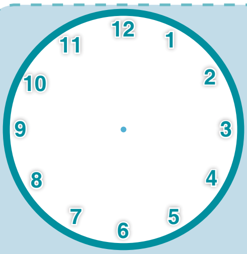
It is **half past four in the afternoon**. Edo and his family go to the park. They ride on a bicycle to go there.





It is **seven o'clock in the evening**. Edo and his family have dinner together. His father cooks a delicious roasted chicken.



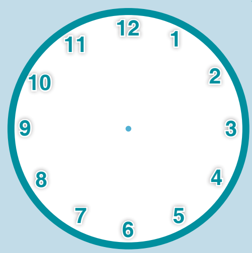


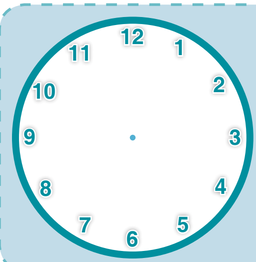
It is **half past eight in the evening**. Edo prepares his stuff for school tomorrow. He puts many books into his school bag.



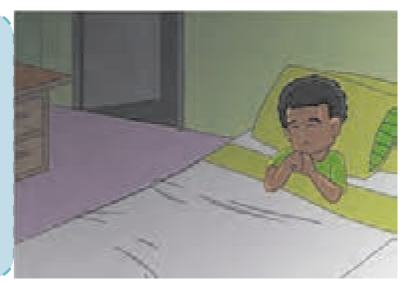


It is **nine o'clock at night**. Edo says goodnight to his parents. His parents kiss.





It is **half past nine at night**. He does not forget to pray before he sleeps.





What does Edo do on one Sunday? We will handwrite the information in a table.

Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide the information from each statement. **Then**, every one of us will copy the example and handwrite the information on the table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Morning/Afternoon/	Time	Activities	Additional Information
1.	In the morning	05.00	Edo gets up and takes a bath.	-
2.				
3.				
4.				
5.				
6.				
7.				
8.				

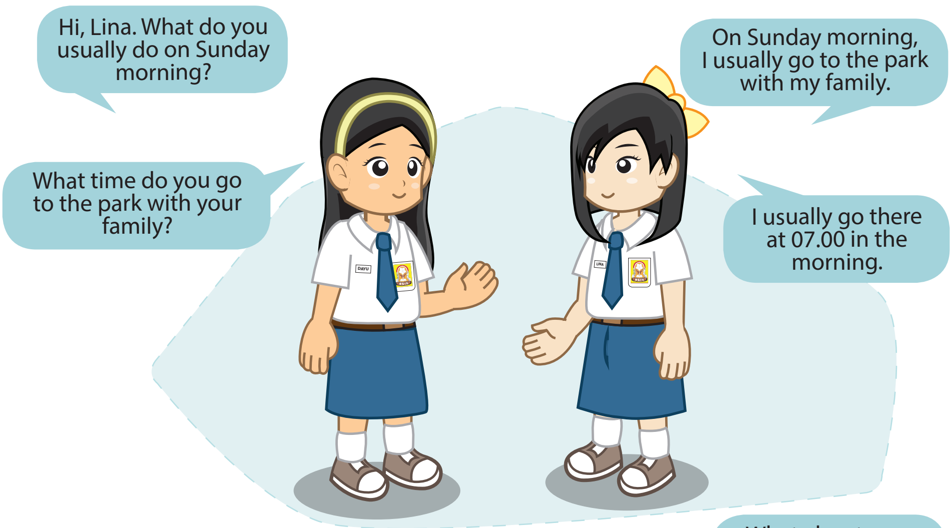
Observing and asking questions

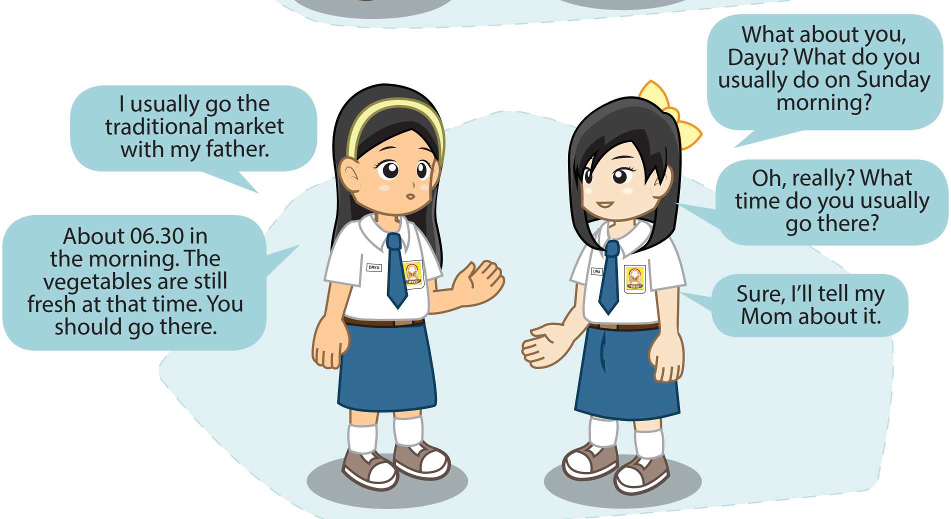


We will learn to tell what we usually do on Sunday.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.







We will learn to say the hour and the minute of the time.

Here are what we will do. We will work in groups. **First**, we will read the conversation carefully. **Second**, we will discuss and decide the information from the conversation. **Then**, every one of us will handwrite the missing information from the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

On ____________________ Lina and her family go _____________. They usually go there at _______________.

On ____________________ Dayu and her family go to _______________. They usually go there at ________________.

Collecting information



We will find out and tell our daily activities and the daily activities of one classmate.

Here are what we will do. **First**, we will work in pairs. **Second**, we will interview each other to know what we usually do every day, and the time we do each activity. **Then**, we will put the information in the table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

You			Your Friend		
No.	**Time**	**Activities**	**No.**	**Time**	**Activities**
1.	05:00	wake up	1	04:30	wake up
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

We will report our findings in good sentences.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will make sentences about our daily activities. **Then**, we will handwrite it on our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Example:

I usually wake up at five o'clock in the morning. My friend usually wakes up at half past four in the morning.

Observing and asking questions



This is the calendar of 2016.

Here are what we will do. **First**, we will listen carefully to our teacher say the names of the months. **Second**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

2016

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

We will be drilled by our teacher to say the names of months.

Here are what we will do. **First**, we will be drilled by our teacher how to say the name of months in different situations, orally. We must not see our notebooks. **Second**, our teacher will say the name of a month, and we will say the name of before and after the month. We will do it very fast.



We will use a dictionary. We will say each sentence loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Observing and asking questions



When we learn to say the date, in writing and orally.

Here are what we will do. **First**, we will listen carefully to our teacher how to say the names of the numbers. **Second**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

1st	the first	11th	the eleventh	21st	the twenty first
2nd	the second	12th	the twelfth	22nd	the twenty second
3rd	the third	13th	the thirteenth	23rd	the twenty third
4th	the fourth	14th	the fourteenth	24th	the twenty fourth
5th	the fifth	15th	the fifteenth	25th	the twenty fifth
6th	the sixth	16th	the sixteenth	26th	the twenty sixth
7th	the seventh	17th	the seventeenth	27th	the twenty seventh
8th	the eighth	18th	the eighteenth	28th	the twenty eighth
9th	the ninth	19th	the nineteenth	29th	the twenty ninth
10th	the tenth	20th	the twentieth	30th	the thirtieth



When is your birthday?

My birthday is in January. It is on the twenty ninth of January.



Collecting information

We will fill in the table with the birthdays of ten classmates.

Here are what we will do. **First**, we will study the example. **Second**, we will copy and handwrite the table on our notebook. **Third**, we will ask ten classmates for their birthdays. **Then**, we will fill the table with the information we got from the interview. **Finally**, we will handwrite the statements about our classmates' birthdays in sentences.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Name	Birthday	Statements
1.	Beni	January 29th	1. Beni's birthday is in January. 2. It is on the twenty ninth of January.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Collecting information



In Indonesia, there are several National Days. We will be drilled by our teacher how to say date we celebrate them.

Here are what we will do. **First**, we will study again about how to say the date. **Second**, our teacher will say about the event. Then, we will say the month and date we celebrate it.

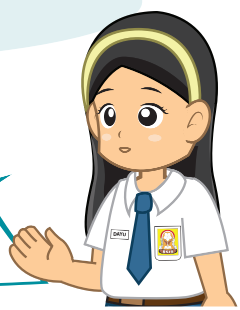
We will use a dictionary. We will say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

National Days in Indonesia	
April 21st	Kartini Day
April 22nd	Earth Day
May 1st	Labor Day
May 2nd	National Education Day
May 20th	National Awakening Day
May 22nd	Reformation Commemoration Day
June 1st	Pancasila Day
July 22nd	National Children Day
August 17th	Independence Day
October 2nd	Batik Day
October 5th	Indonesian National Armed Forces Day
October 28th	Youth Pledge Day
November 10th	Heroes' Day
December 22nd	Mother's Day



When do we celebrate Kartini Day?

Kartini Day is in April. It is on the twenty first of April.



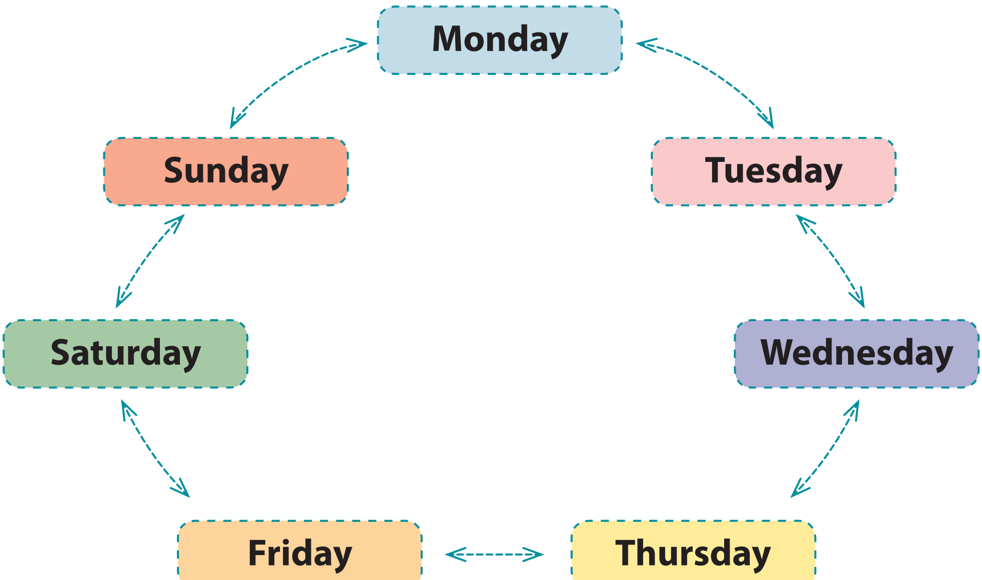
Observing and asking questions



There are seven days in a week. We will learn to say them one by one.

Here are what we will do. **First**, we will listen carefully to our teacher say the names of the days. **Second**, we will repeat the words after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.





**I like Sunday very much.
I go out with my family.
What is your favorite day?**

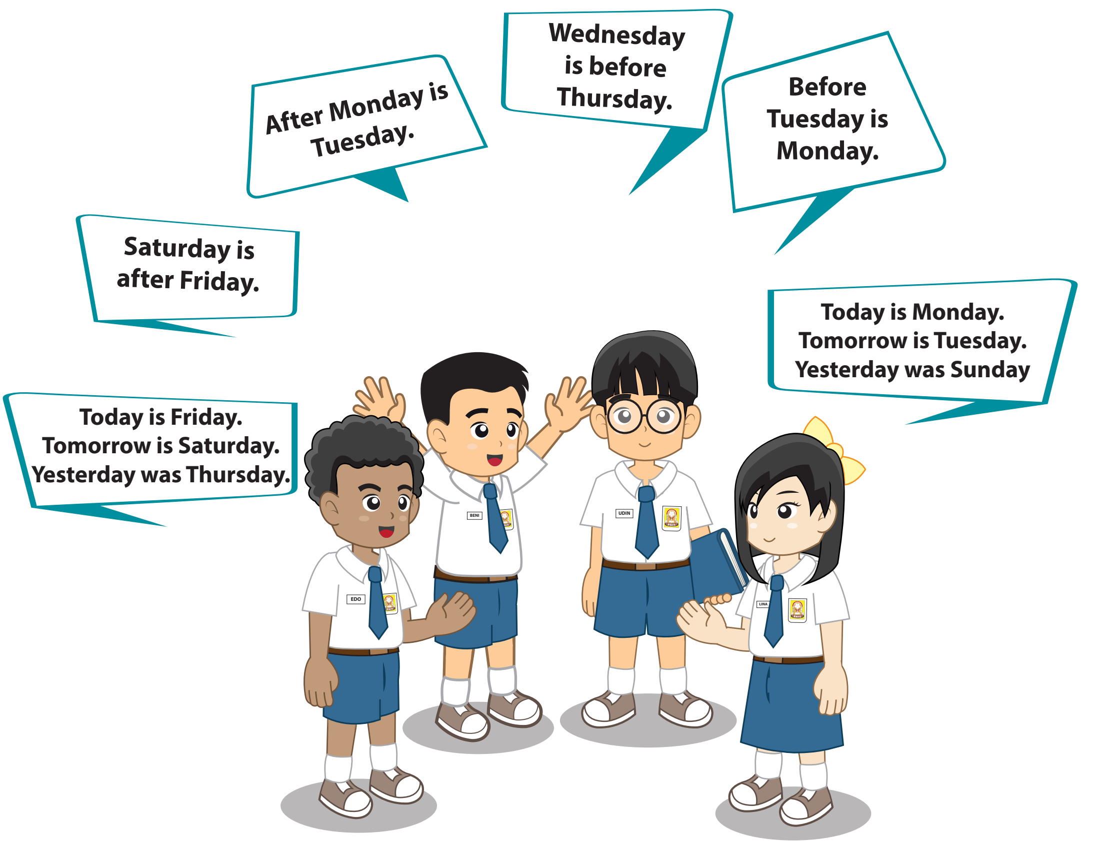
Collecting information



We will be drilled by our teacher to say the names of days.

Here are what we will do. **First**, we will be drilled by our teacher how to say the names of days in different situations, orally. We must not see our notebooks. **Second**, our teacher will say the name of a day, and we will say the name of before and after the day. We will do it very fast.

We will use a dictionary. We will say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



This is our schedule. We will learn to say the subjects one by one.

Here are what we will do. **First**, we will listen carefully to our teacher how to say the names of the days and the subjects on that day. **Second**, we will repeat the words after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.



Monday	Tuesday	Wednesday	Thursday	Friday
English	Indonesian	Social Study	Math	Science
Math	Science	Sports	English	Indonesian
Arts	Citizenship	Religion	Science	-
Religion	Arts	Arts	Indonesian	-

Associating

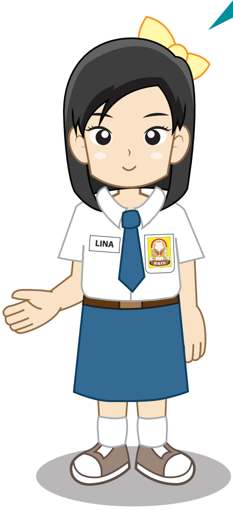


We will tell about the schedule, in writing and orally.

Here are what we will do. **First**, we will study and copy the examples of the statements on our handbooks. **Second**, we will handwrite the statements for the schedule of other days. **Then**, we will tell the schedule orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

On Monday, I learn English, Math, Arts, and Religion.
On Tuesday, I learn ______________________________
On Wednesday, ______________________________
____
____





We will make our own schedule at school.

Here are what we will do. We will work in groups. **First**, we will study the previous example. **Second**, each of us will copy and handwrite the schedule on our notebooks, including the information about time. **Then**, we will make some statements related to our schedules. We can also decorate it and hang it on the wall.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Time	Monday	Tuesday	Wednesday	Thursday	Friday



On Sunday, I learn English at seven o'clock. On Wednesday, I learn English at half past nine.

Communicating

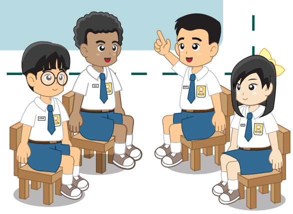


Let's play the game! This is a calendar game.

Here are what we will do. We will work in groups. We will play this game with a dice and some tokens. **First**, we will roll the dice. **Second**, we will move our token based on the numbers. **Then**, we have to say the name of the day and the date. The student who first reaches the end of the month will be the winner.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
START	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	END OF THE GAME			



Chapter IV

This is My World



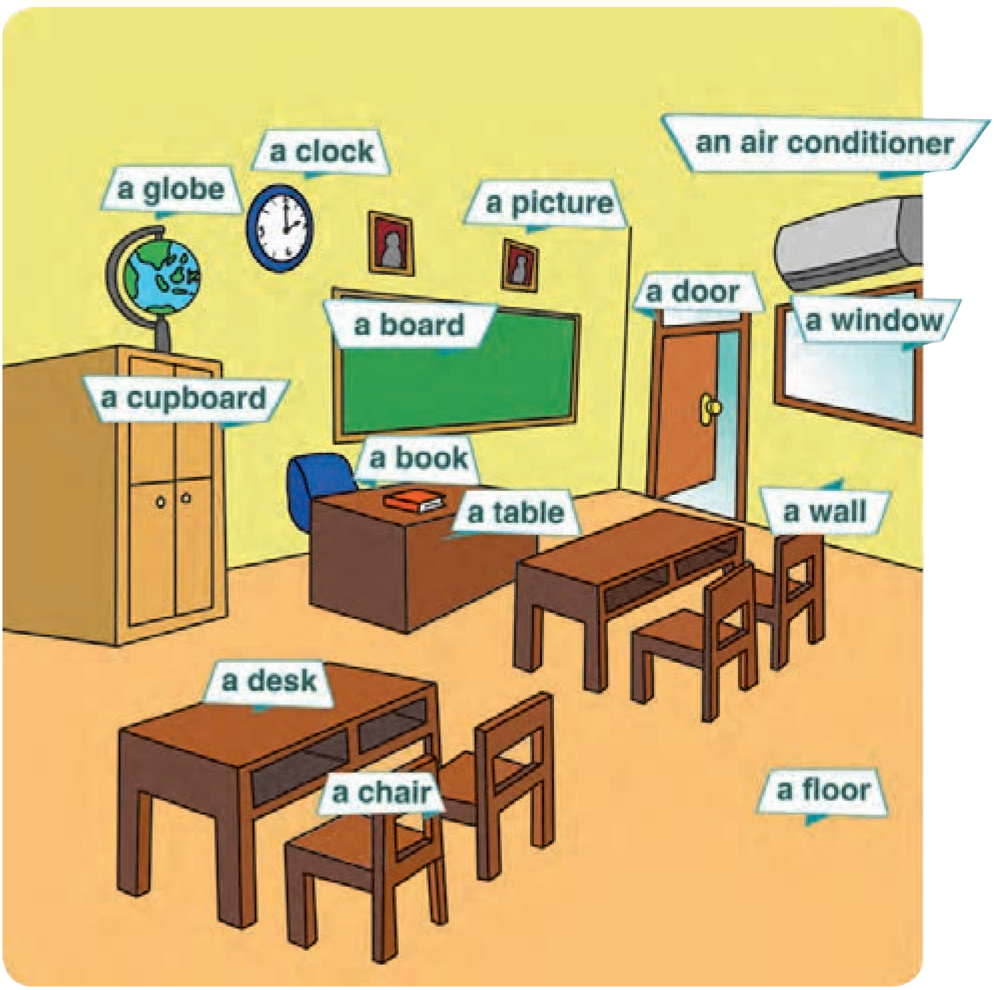
Observing and asking questions



We will learn to say the names of the things in the classroom.

Here are what we will do. **First**, we will listen to our teacher say the names of the things in the classroom. **Then**, we will repeat the words after the teacher one by one.

We will say the words loudly, clearly, and correctly.



Collecting information



We will tell the names of ten things that we really have in our classroom.

Here are what we will do. We will work in groups. **First**, we will discuss and decide ten things in our classroom. **Second**, each of us will draw and name them in our notebooks. **Then**, we will present our work to the class.

We will use a dictionary. We will say the words loudly, clearly and correctly. If we have a problem, we will go to our teacher.

Observing and asking questions



We wil learn to tell the names of the things that we often have in our bags.

Here are what we will do. **First**, we will listen to our teacher say the names of the things we often have in our bags. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

two pencils

a ruler

a glue

a rubber

some books

a bottle

a lunch box

a sharpener

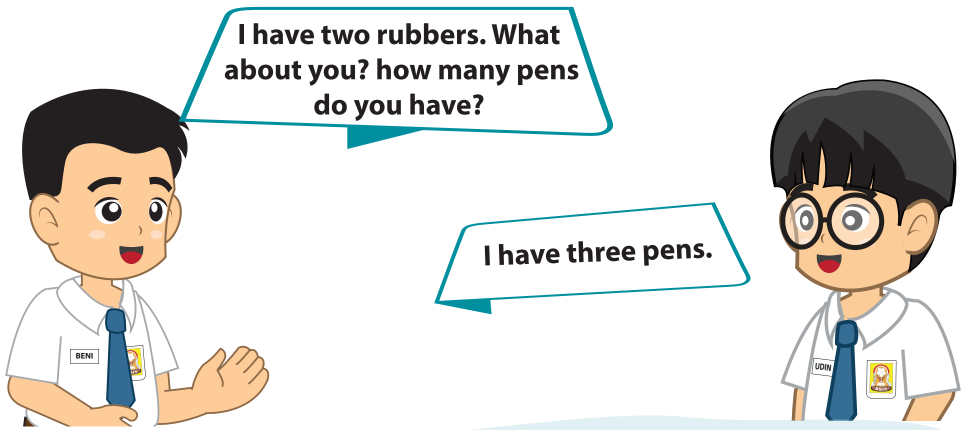
a pair of scissors



We wil learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. **First**, we will show the things in our bags to each other. **Second**, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.



No.	Names of the things	Numbers of the things in my bag	Numbers of the things in my friend's bag
	rubber	2	3
1.			
2.			
3.			
4.			
5.			

Collecting information



We will report our findings to the class, orally.

Here are what we will do. **First**, we will plan what to say about each of our findings in our notebooks, like the example. **Then**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each sentence loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have two rubbers and Ruli has three rubbers.
2. ______________________________
3. ______________________________
4. ______________________________
5. Etc.



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. **First**, we will go around our school to identify the rooms and other facilities there, and the number of each thing. **Second**, we will use a dictionary to know their names. **Then**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. We have fifteen classrooms.
2. We have one library.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

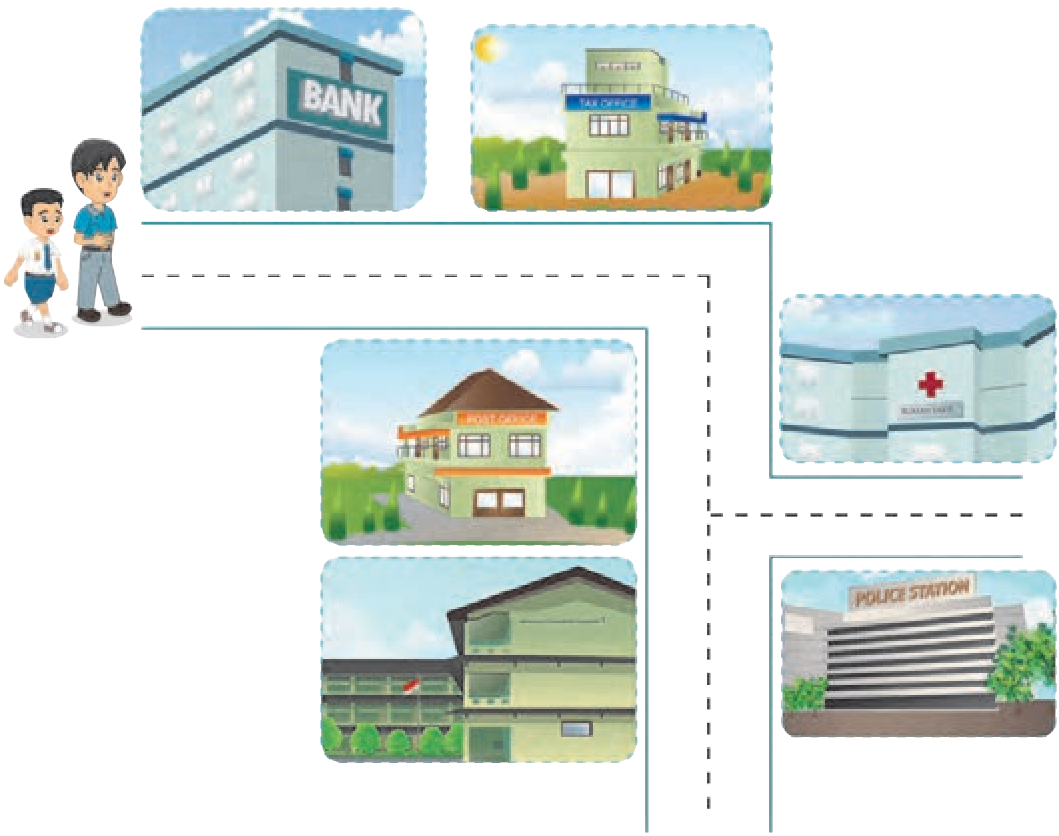
Observing and asking questions



We will learn to tell the names of public buildings.

Here are what we will do. **First**, we will listen to our teacher say the names of the public buildings in the picture. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.



Observing and asking questions



We will learn to tell locations of the public buildings.

Here are what we will do. It is about the public buildings in the picture above. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat each conversation after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the words loudly, clearly, and correctly.

Father : Do you see this building on the left?
Son : Yes. What is this building?
Father : This is a bank.
Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?
Father : That is a post office.
Son : I see. That building next to the bank is a post office.
Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?
Father : That building is a tax office.
Son : I know. That building on the right is a tax office.
Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?
Father : That is a hospital.
Son : Oh yeah. That building is a hospital?
Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?
Father : That is a school.
Son : I see. So, the school is next to the tax office.
Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?
Father : That building is a police station.
Son : I see. So, the police station is across from the school.
Father : Right. It is on the corner, across from the hospital, too.

Observing and asking questions



We will learn to tell locations of the public buildings.

Here are what we will do. It is, again, about the same buildings in the picture above. **First**, we wil plan what to say about each building in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. The bank is on the left, next to the post office, across from the tax office.
2. The post office is next to the bank, across from the tax office.
3. The tax office ______________________
4. The school ______________________
5. The hospital ______________________
6. The police station ______________________



We will tell the names of the public buildings and other facilities in our town or villages and their locations.

Here are what we will do. **First**, we will go around our town or villages to identify the buildings and other facilities there. We will include other buildings, such as a mosque, a church, etc. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There are two banks in my village. Bank Seroja and Bank Nasional.
2. We have one post office in our neighbourhood. It's on Jalan Mawar.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

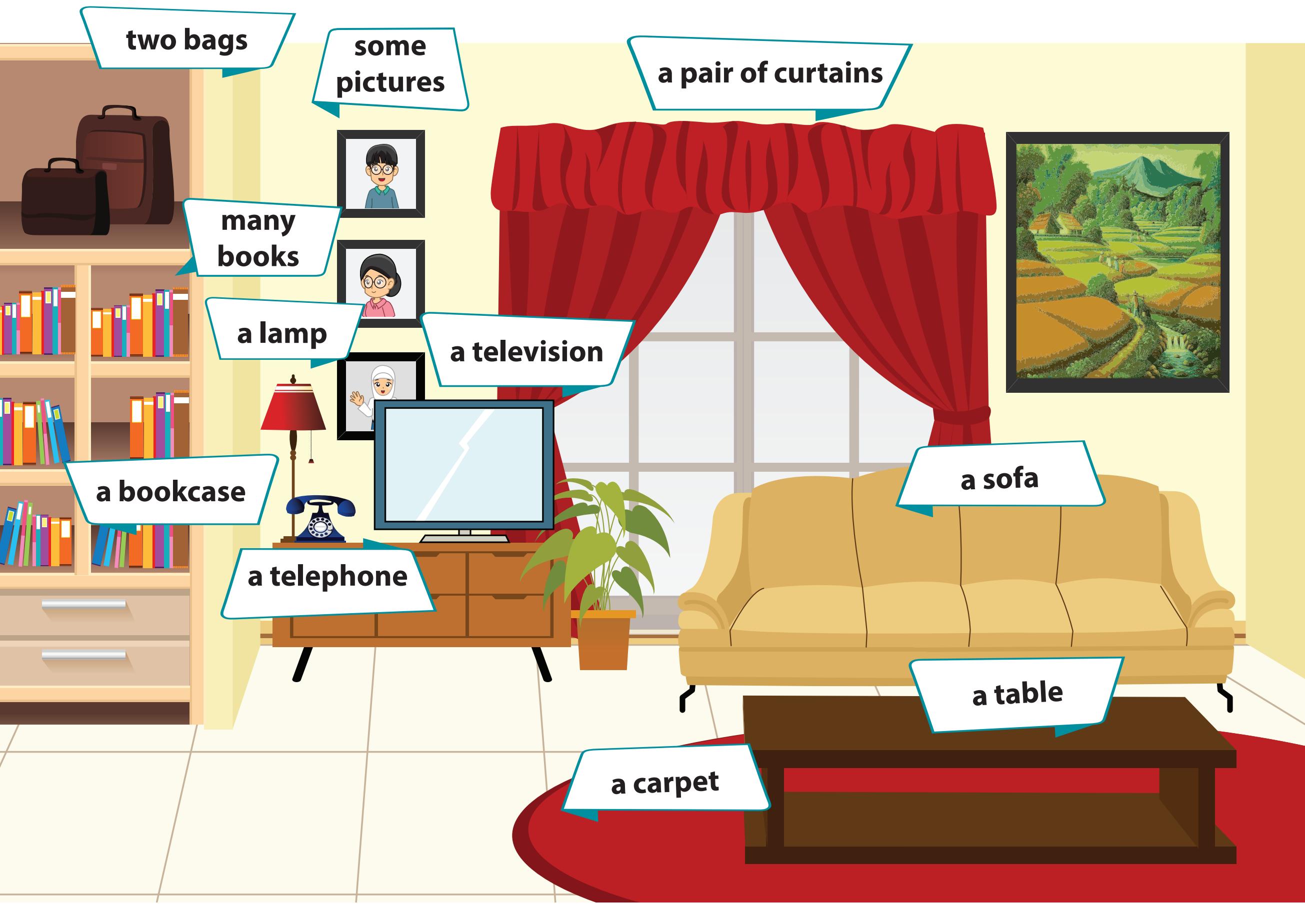
Observing and asking questions



We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the living room. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the living room.

1. There is a big window.
2. Next to the window, there is one big picture.
3. ____________________
4. ____________________
5. ____________________
6. Etc.

Collecting information



We will tell the names of the things in our living rooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our living rooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we wil plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There use a big window in my living room.
2. I have a small television on the small shelf.
   There is a telephone next to the television.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

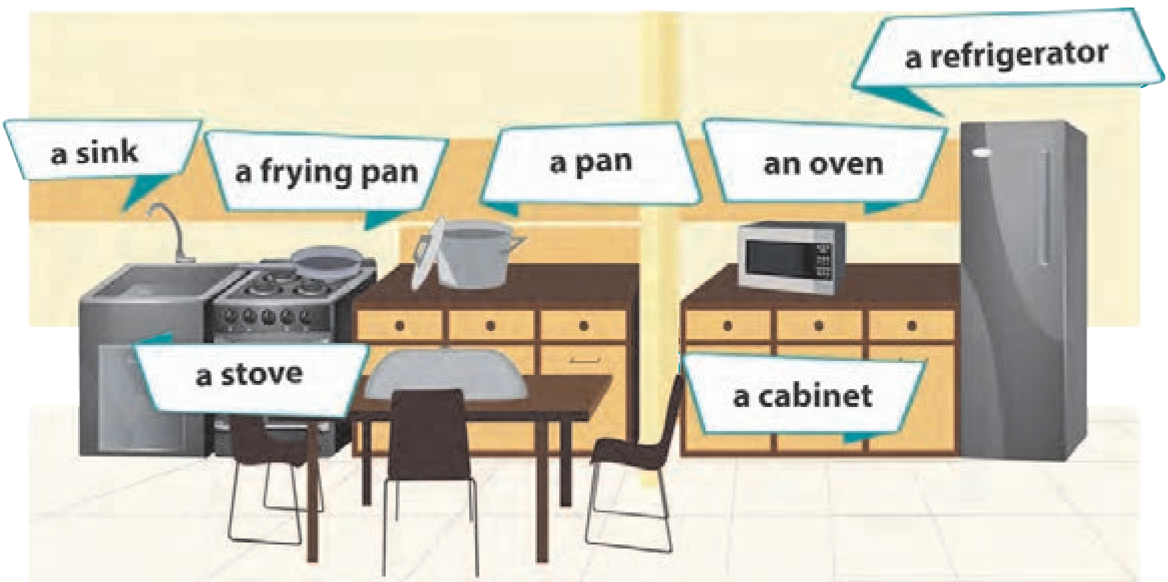
Observing and asking questions



We will tell the names of the things in the kitchen and their locations.

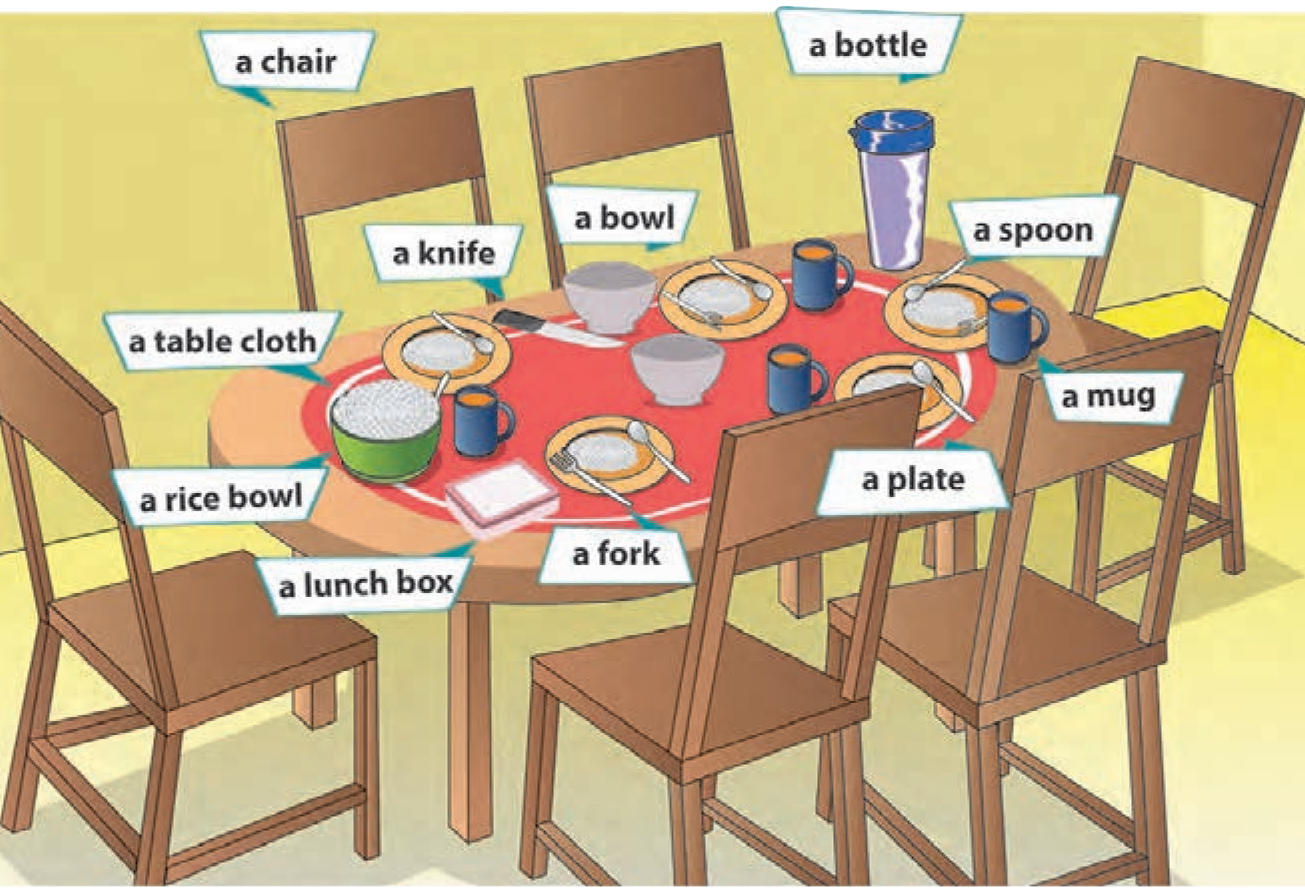
Here are what we will do. **First**, we will listen to our teacher say the names of things in the kitchen. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.



Observing and asking questions







We will tell the names of the things in the kitchen and at the dining table, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the kitchen.

1. There is a big stove next to the sink.
2. There's a frying pan on the stove.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

There are many things at the dining table.

1. There are six chairs at the dining table.
2. There's a one big rice bowl on the table, on the left.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

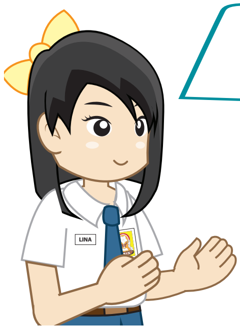
Collecting information



We will learn to ask and answer questions of the number of things in the kitchen and at the dining table.

Here are what we will do. **First**, we will draw a table in our notebooks, and then write the names of the things we see in the kitchen and at the dining table on the left column, and the number of each thing on the right column, like the example. Se**c**ond, we will ask and answer questions, like the examples. We will, first, listen and repeat the questions after the teacher.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.



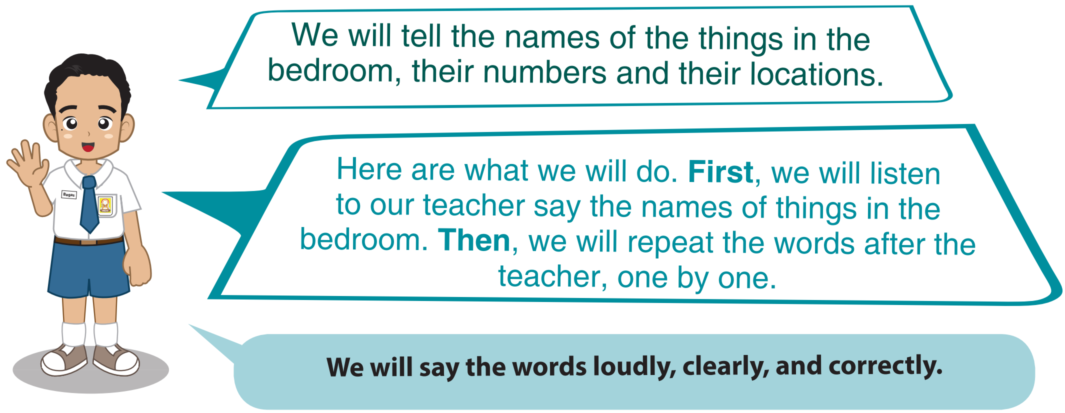
How many plates are there on the table?

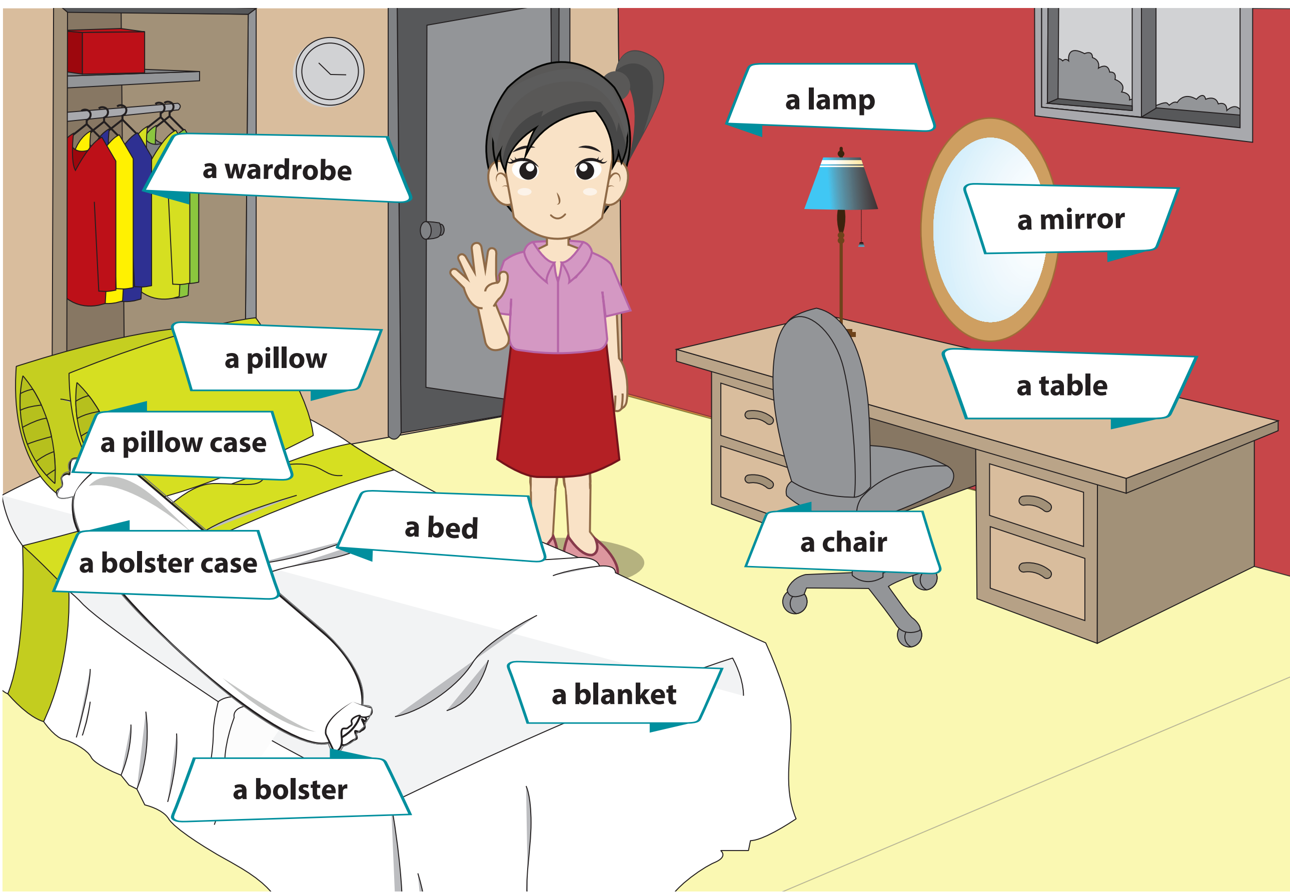
There are five plates on the table.



No	Things	Number
1.	the sink	1
2.	the cabinet	1
3.	the cabinet	5
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Observing and asking questions





Observing and asking questions



We will tell the names of the things in the bedroom, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bedroom.

1. The bedroom has one window.
2. There is a mirror on the wall, near the window.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.



We will tell the names of the things in our bedrooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own bedrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small bedroom. There is one bed with mattress on it.
2. I have no table in my bedroom.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

Observing and asking questions



We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the bathroom. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bathroom.

1. There is a tub in the bathroom.
2. There is also a shower on the wall.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

Observing and asking questions



We will tell the names of the things in our bathrooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own bathrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. *I have a bathtub in my bathroom. There is a soap cup on the tub.*
2. *I don't have a shower.*
3. ______________________________
4. ______________________________
5. ______________________________
6. *Etc.*

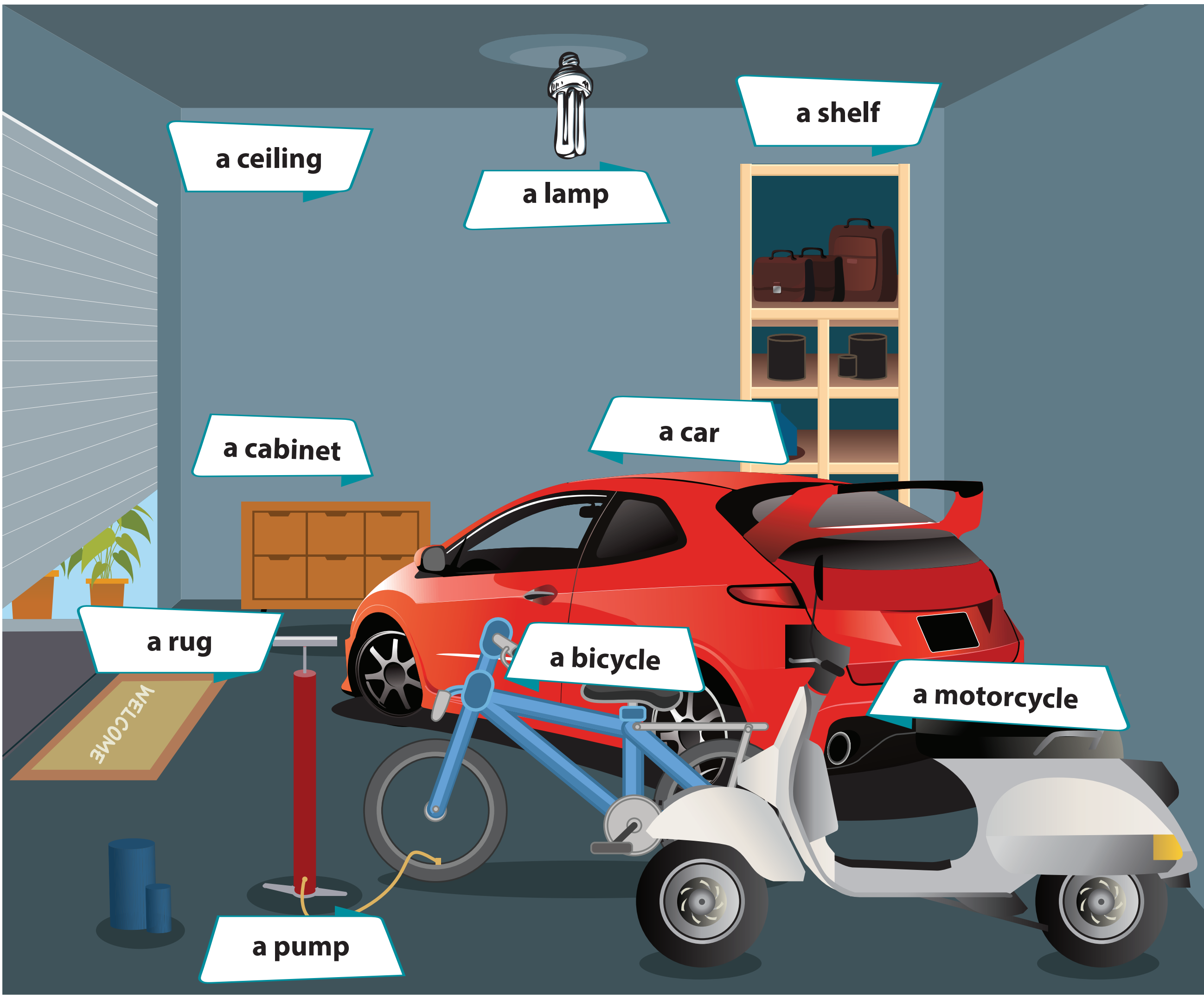
Observing and asking questions



We will tell the names of the things in the garage, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the garage. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.



Observing and asking questions



There are many things in the garage.

1. There is one car.
2. There is one motorcycle. It's a scooter.
3. ____________________
4. ____________________
5. ____________________
6. Etc.



We will tell the names of the things in our garages or the garage of the school, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into the garage to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have no garage. This is the garage of our school.
2. There is one car and many motorcycles.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

Observing and asking questions



We will tell the names of the things in the yard and around the house.

Here are what we will do. **First**, we will listen to our teacher say the names of things the yard and around the house. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.



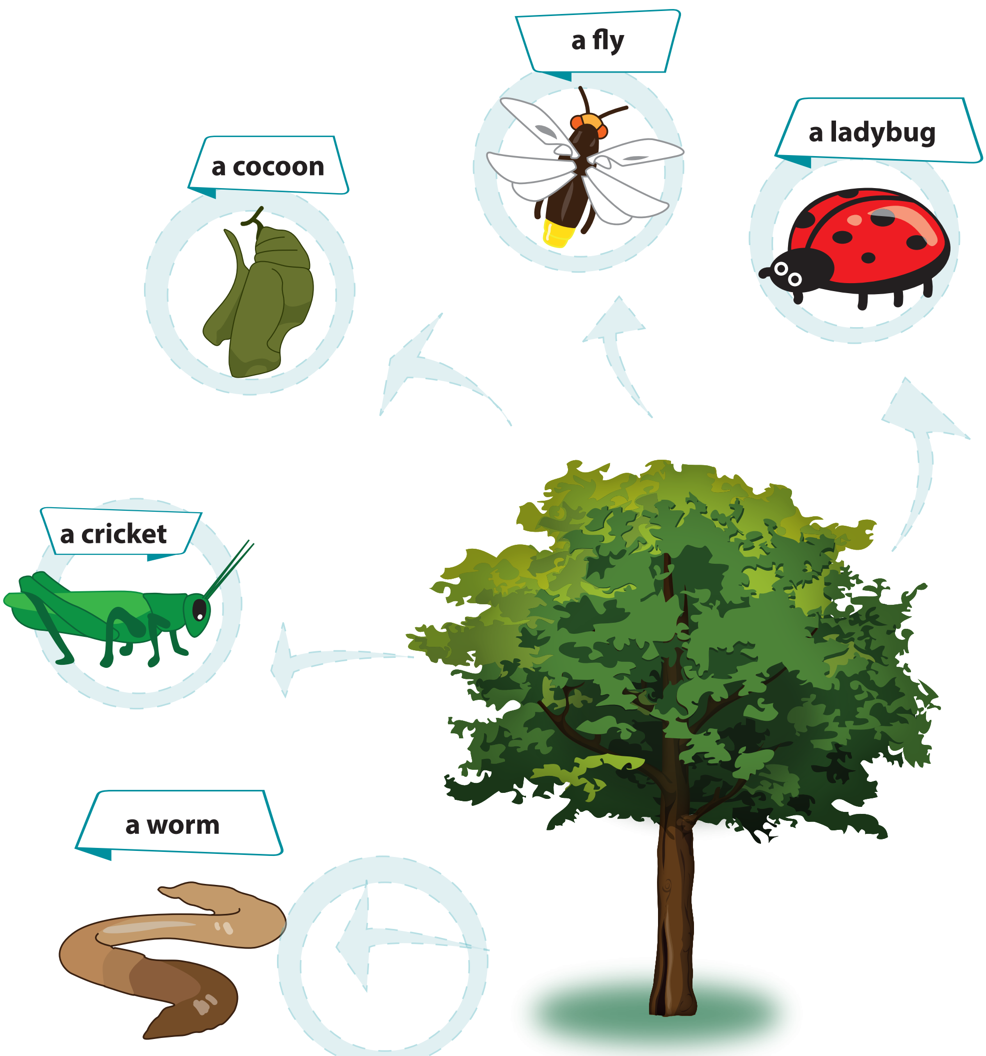
Observing and asking questions



We will tell the names of the animals in the garden.

Here are what we will do. **First**, we will listen to our teacher say the names of the animals in the garden. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.



Observing and asking questions



We will tell the names of the things and the animals in the yard and around the house, their numbers and their locations.

Here are what we will do. **First**, we wil plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the garage.

1. There are many trees in the yard.
2. There is a bird cage on one tree. There is a bird in it.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.



We will tell the names of the things and animals in our yards and around our houses, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own yards and around our houses to identify the things and animals there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small garden in front of my house.
2. There is a star-fruit tree there. There are many flies there.
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

Collecting information



We will tell the names of the animals we can find near our school and our houses.

Here are what we will do. **First**, we will look around our school and our houses to find small and big animals there. We will take notes of our findings. We will also tell their numbers. **Second**, we will use a dictionary to find the English words for the animals. **Third**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

There are many animals near our school and our houses.

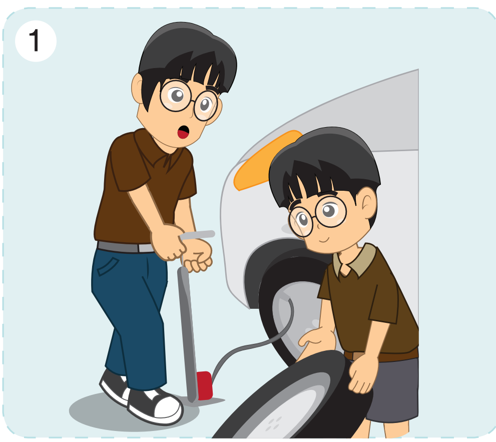
1. There are some cats. Budi has one cat in his home.
2. Yani has two cows and some goats.
3. There are some caterpillars in the flower plants in front of the library.
4. ______________________________
5. ______________________________
6. Etc.



We will tell what the people do in different places.

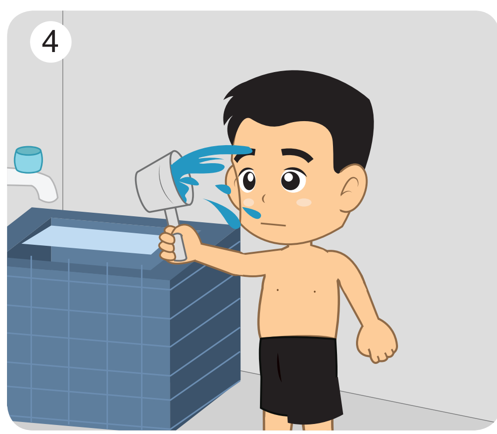
Here are what we will do. We will work in groups. **First**, we will listen to our teacher read the examples. We will repeat the sentences after the teacher, one by one. **Second**, we will discuss to plan what to say about the other situations. Each one of us will write the sentences in our notebooks. **Finally**, we will read our situations orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.









Associating

5



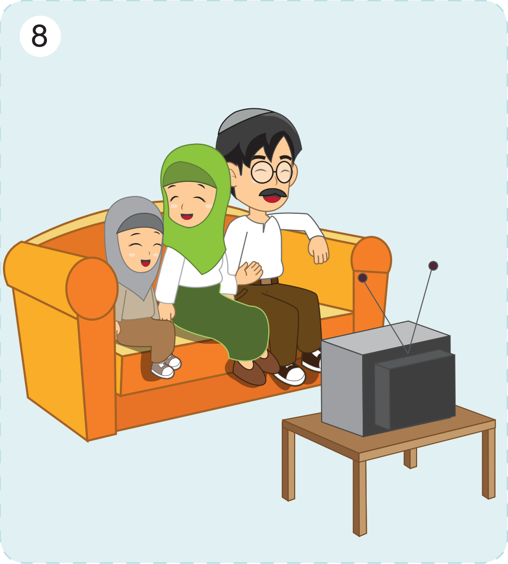
6



7



8



For example,

1. Udin is helping his father. He is pumping the tyre. I help my father too.
2. Aminah is having her breakfast. I also have breakfast every morning.
3. ____
4. ____
5. ____
6. Etc.



Communicating



We will tell about our dream of our future house. It is a group project.

Here are what we will do. **First**, we will plan our future house. We will make a list of the rooms we will have in the house and the things we will have in every room. We will also make a list of the things and animals we will have. **Second**, everyone in the group will write the details of the plan in our notebook. **Finally**, each group will put their plan on the wall of the classroom and read it to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Communicating



We will sing a song. The title is What A Wonderful World", by Louis Armstrong.

Here are what we will do. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher read the lyrics, meaningfully. **Third**, we will repeat the lyrics after the teacher, line by line. **Finally**, in groups we will learn to read the lyrics to each other, meaningfully too.

We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

What A Wonderful World

Louis Armstrong

I see trees of green, red roses too.
I see them bloom, for me and you.
And I think to myself,
what a wonderful world.

I see skies of blue, and clouds of white.
The bright blessed day, the dark sacred night.
And I think to myself,
What a wonderful world.

The colors of the rainbow,
So pretty in the sky.
Are also on the faces,
Of people going by,
I see friends shaking hands.
Saying, “How do you do?”
They’re really saying,
“I love you”.

I hear babies cry, I watch them grow,
They’ll learn much more, than I’ll ever know.
And I think to myself,
What a wonderful world.

Yes, I think to myself,
What a wonderful world.

Sumber: *https://www.youtube.com/watch?v=A3yCcXgbKrE*



We will learn from the song some proofs that the world is wonderful.

Here are what we will do.We will work in groups. **First**, we will study the examples carefully. **Second**, we will find the other proofs that the world is wonderful from the song. **Third**, weach one of us will write the work in our notebook. **Then**, we will present our findings to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Our world is wonderful.

1. There are trees. They are green.
2. There are roses. They are red. They bloom.
3. ____________________
4. ____________________
5. ____________________
6. Etc.


SITI

Chapter V

It's a beautiful day!

We will learn to:
Ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.



Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.



Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.

Siti : This park is shady and the flowers are colourful. I like this park.
Lina : I do, too. This is a wonderful park.
Edo : Look! There are butterflies.
Dayu : They're pretty.
Beni : There are garbage cans, too. We can keep this park clean.
Udin : I like studying here.The weather is nice. The park is beautiful. And, it's a beautiful day!

Observing and asking questions



We will work in groups. We will list the speakers' statements about the park.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the park. **Third**, every one of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words and use punctuation marks and capital letters correctly. When we are writing, we will say the sentences loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

According to the students, the mark has the following good qualities.

1. This park is shady.
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Siti likes the park because ...

1. The park is shady.
2. ______________________________

Udin likes studying in the park because ...

1. The weather is nice.
2. ______________________________
3. ______________________________



We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.





Observing and asking questions







Observing and asking questions



We will work in groups. We will list the speakers' statements about the things.

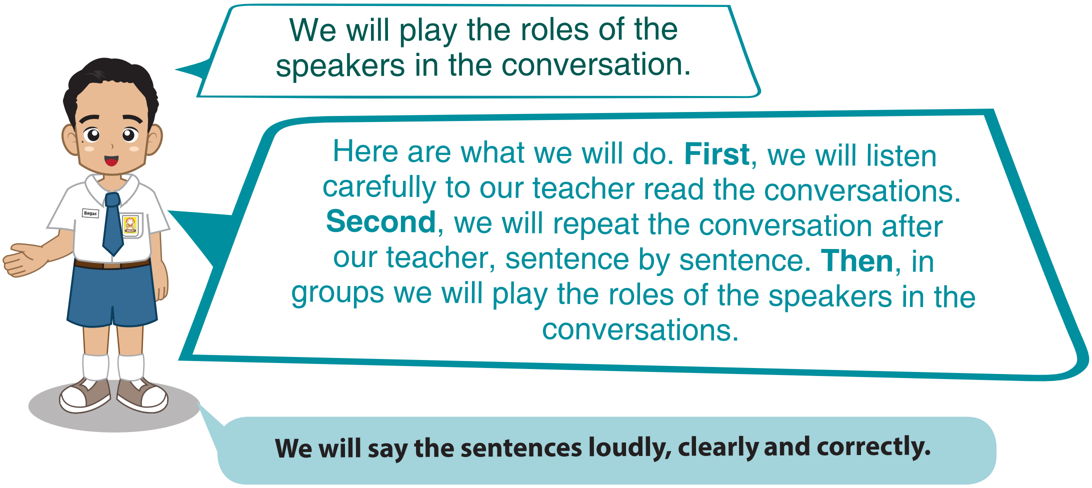
Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the things. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

What do they say about the things?

1. Dayu says Lina's classroom is clean and tidy.
2. Beni says the schoolyard is very large. They can play badminton and do many other activities there.
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Observing and asking questions



At school

Edo : Siti, your house is far from your school, but you always come on time.

Siti : I always go to school at 6 a.m. That's why I'm never late.

In Lina's room

Siti : Lina, your room is very unique. It has things with many different colours and shapes.

Lina : Yes, that's right. It has two pink chairs, a red bed, a rectangle table...

Siti : And a round table and a blue bookshelf.

Lina : You're right. I never realized that my room is very colourful and has many things with different shapes.

In Beni's living room

Udin : Beni, your couch is very comfortable.
Beni : Thank you. I like this couch, too.
Edo : And I like the colour.
Udin : Yeah, I like dark brown, too.
Edo : And you have a very big TV. It's awesome.

In Siti's kitchen

Siti : Sorry guys, the kitchen is small. It's not comfortable for all of us.
Lisa : It's okay. I think it's a very nice kitchen. Look at this purple dish rack. It's very cute.
Edo : Yes, and everything is very well-organized. It's a very neat kitchen.

Observing and asking questions

We will work in groups. We will list the speakers' statements about the things.

Here are what we will do. We will work in group. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the things. Third, everyone of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.



We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

We know from the conversations that ...

1. Siti's house is far from her school but she always comes on time. She is never late because she goes to school at 6 a.m.
2. Lina's room is ______________________
3. Beny's couch is ______________________
4. Siti's kitchen is ______________________



We will tell the qualities of the things and rooms that we really have in our school.

Here are what we will do. We will work in groups. First, we will discuss and decide ten objects (rooms and things) we really have in our school and their qualities. Second, each one of us will handwrite the sentences on a piece of paper, like the example. Finally, we will read the group's work to the class, orally.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

This is our school.

1. It is large, clean and green. There are many shady places. (for example)
2. ____
3. ____
4. ____
5. ____
6. Etc.

Collecting information



We will tell the qualities of the things and rooms that we really have in our houses.

Here are what we will do. We will work in groups. First, each one of us will decide ten objects (rooms and things) we really have in our houses and their qualities. Second, each one of us will handwrite the sentences on a piece of paper, like the example. Finally, we will read the group's work to the class, orally.

We will use a dictionary. We will spell the words and use punctuation marks and capital letters correctly. When we are writing, we will say the sentences loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

This is my house. It is small. I like it because it is nice (for example).

1. The living room is small. The TV is very big. The room is always clean and comfortable (for example).
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. Etc.

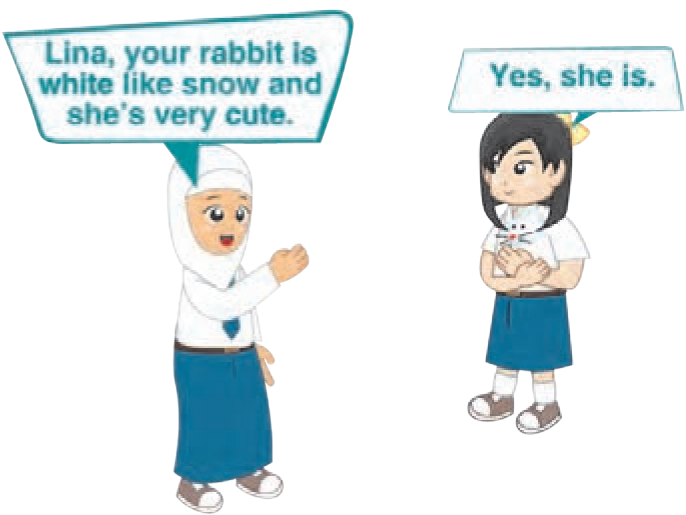
We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat the conversations after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

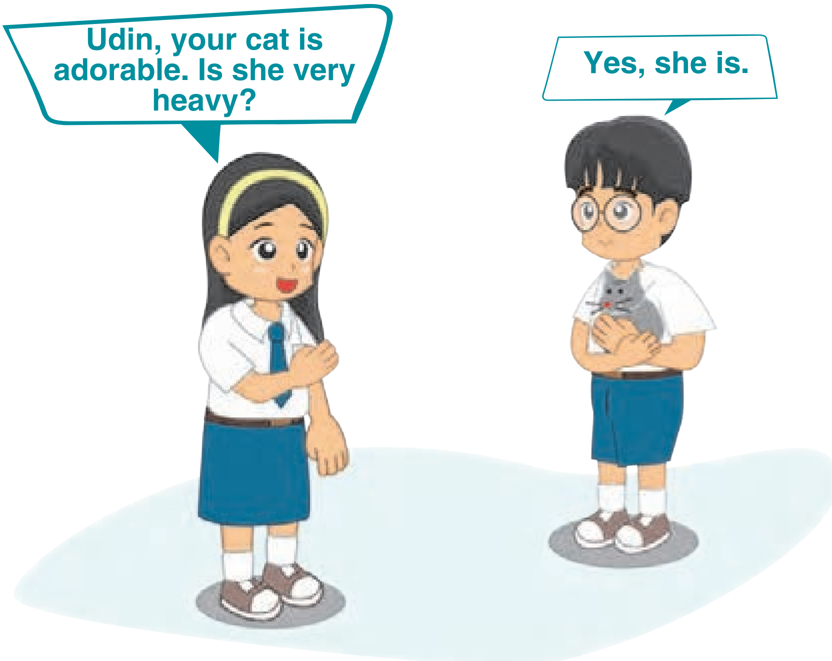
We will say the sentences loudly, clearly and correctly.







Observing and asking questions





We will work in groups. We will list the speakers' statements about the animals.

Here are what we will do. We will work in group. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the animals. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.



We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

What do they say about the things?

1. *Beni says Edo's dog has fierce eyes. But, Edo says that his dog is friendly and playful.*
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. *Etc.*

Observing and asking questions



We will play the roles of the speakers in the conversation.

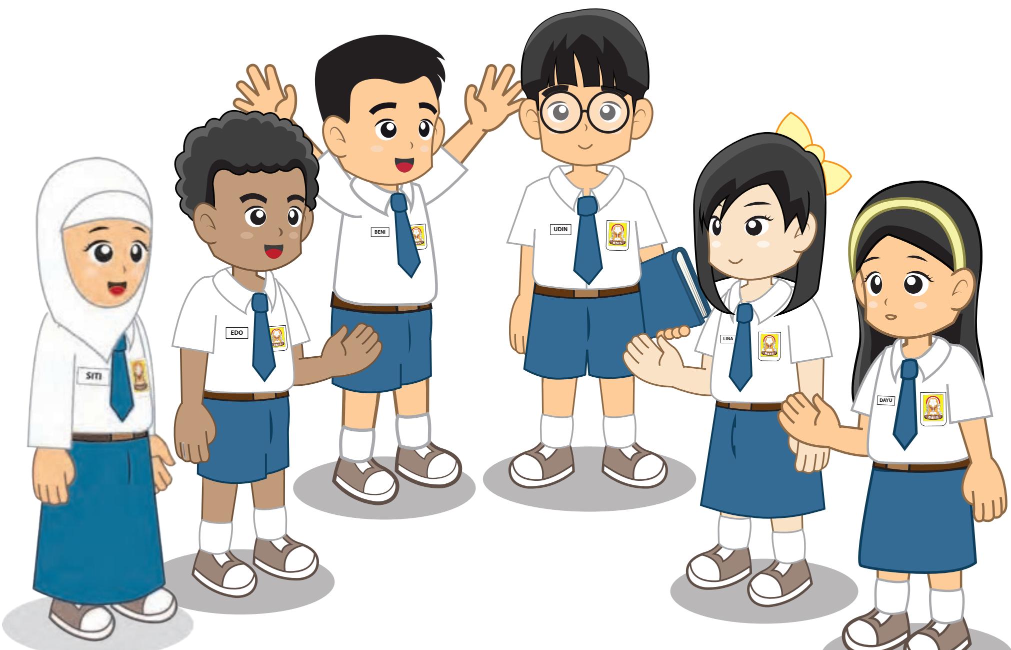
Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.



At the zoo

Siti : Look at the giraffes. They have curly eyelashes.
Lina : Yes, they do. Their eyelashes are adorable.
Beni : And look at the zebras. They have black and white stripes on their bodies.
Udin : Guys, do you know that each zebra has different pattern?
Edo : They do? That's very interesting!
Dayu : Look at the elephants. They are huge!
Udin : Yes, they are. And look at the tigers. They have sharp teeth.
Siti : And they have powerful legs.



Observing and asking questions



We will work in groups. We will list the speakers' statements about the animals.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the animals. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

What do they say about the animals?

5. Siti says that giraffes have curly eyelashes.
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________



We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat the conversations after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly and correctly.





Associating



We will work in groups. We will list the speakers' statements about the people.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the people. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

What do they say about the people?

1. *Lina says that Edo is helpful. Beni says that Edo is helpful and kind.*
2. *Etc.*



We will work in groups to reflect on our learning. We will discuss what we have learned.

Now we know how to describe things, places, animals, and people.

- *My room is ....*
- *My cat is ....*
- *My dog is ....*
- *I have a .... table in my room.*
- *I have a ... rabbit.*
- *The market is ....*
- *Udin is ....*
- *Lisa looks ....*

Observing and asking questions



We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat the conversations after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly and correctly.

Situation 1

Lisa : Dayu, do you have any pets?
Dayu : Yes, I do. I have two cats.
Lisa : I love cats! What do they look like?
Dayu : They're very **little**. They're babies, very **cute** ones. They have grey fur, **big** eyes, and each of them has a **pink** nose.
Lisa : Wow! I can imagine how cute they are.

Situation 2

Beni : Siti, your house is very **clean** and **tidy**.
Siti : It's nice to have a **clean** and **tidy** house. It can also keep cockroaches and mice away. They don't like **clean** and **tidy** places, you know.
Beni : You're right. I will keep my house **clean** and **tidy**, too. I don't want to have cockroaches and mice in my house.

Situation 3

Edo : Have you seen real monkeys, Udin? I mean, not on TV or in a magazine.
Udin : Yes, I have.
Edo : What are they like?
Udin : They're very **friendly** and **playful**.
Edo : Wow! That's interesting because as far as I know, not all monkeys are **friendly**. I want to see one, too.

Situation 4

Siti : Dayu, do you often go to the traditional market on weekends?
Dayu : Yes, I do?
Siti : What is it like? **Is it very crowded?**
Dayu : Yes, it is. You'd better go on weekdays.
Siti : Okay. Thank you.

Situation 5

Beni : Edo, you look so **happy**.
Edo : Yes, I am very **happy**. My father just bought me a new bike.
Beni : That's **great**! What does it look like?
Edo : It's red, my favourite colour, and it's **big**.

Situation 6

Lisa : Mira, you cut your beautiful hair. Why did you do that? You had beautiful and shiny long hair.
Mira : Because it's more practical. I don't have to spend much time for hair care.
Lisa : That's good. Well, you still look amazing with that hair cut.
Mira : Thank you, Lisa.

Observing and asking questions

Situation 7

Edo : Udin, you look **upset**. What happened?
Udin : I'm very **disappointed** by the quality of the cell phone I bought. It's not as good as in the advertisement.
Edo : I'm sorry to hear that.

Situation 8

Siti : I'm very **angry**.
Dayu : What's wrong?
Siti : Nita cheated during the test but she got a score better than I did.
Dayu : That's too bad. But please be patient. Being angry will not change anything.

Situation 9

Beni : Do you know Rani Maharani?
Siti : Yes, I do.
Beni : What is she like?
Siti : She's very kind and polite. She's clever, too. She's very impressive.

We will work in groups to reflect on our learning. We will discuss what we have learned.



Now we know

to ask for information on physical appearance, we use

What does.......................................?

What do...?

to ask for information on physical appearance, behavior, and character we use

What is..?

What are...?



Collecting information



We will work in groups. We will complete the conversations below.

Here are what we will do. **First**, we will study the example and the above conversations carefully. **Second**, everyone of us will copy the conversations in our notebook. **Third**, we will discuss the right statement(s) and/question(s) to complete each conversation. **Then**, we will handwrite the complete conversations in our notebook.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

Situation 1

Lisa : Dayu, do you have a pet?
Dayu : Yes, I do. I have a dog.
Lisa : I love dogs! ______________________?
Dayu : It's a he. He has brown curly fur and big round eyes. He is very playful.
Lisa : Wow! I can imagine how adorable he is.

Situation 2

Siti : Dayu, do you often go to the park near your house?
Dayu : Yes, I do.
Siti : ____________________________?
Dayu : It's beautiful. There are so many beautiful flowers and big trees.
Siti : That's great. We should go there together sometime.

Situation 3

Udin : Do you know Farhan Ramadhan?
Dayu : Yes, I do.
Udin : ________________________________?
Dayu : ____
____.

Situation 4

Lisa : Lisa, you look so happy today.
Siti : Yes, my mother bought me a new cell phone yesterday.
Lisa : May I see it?
Siti : I want to focus on study at school, so I left it at home.
Lisa : ________________________________?
Siti : ____
____.


EDO
BENI
UDIN
DAYU

Chapter VI

We love what we do



We will learn to:
ask for and give information related to actions/functions of people, animals and things in order to identify, to criticize or to praise them.



Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

In an English class

Miss Mutia	:	Good morning!
Students	:	Good morning, Miss Mutia.
Miss Mutia	:	Today we are going to learn about jobs and professions. Beni, **what does your father do?**
Beni	:	My father is a farmer. He plants and grows rice.
Miss Mutia	:	That's great! How about you, Dayu, what does your father do?
Dayu	:	He is a teacher. He teaches mathematics in junior high school.
Miss Mutia	:	That is wonderful! Lisa, how about your mother? What does she do?
Lisa	:	She's a housewife. She takes a good care of us and our house.
Miss Mutia	:	That's excellent! What does your mother do, Udin?
Udin	:	She's a surgeon. She performs operations on her patients.
Miss Mutia	:	That is excellent! How about you, Edo? What do you do?
Edo	:	I'm a student.
Miss Mutia	:	That's good. Now, do you want to know what your other friends' parents do?
Students	:	Yes, we do.

Observing and asking questions



We will work in groups. We will complete the table related to jobs and professions based on the conversation above.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebooks. **Third**, we will discuss the right information to complete the table. **Then**, we will complete the table based on the result of our discussion.

We will talk about people's jobs or professions. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Friend's name	Question	Answer
1.	Beni	Beni, what does your father do?	My father is a farmer. He plants and grows rice.
2.	Dayu	How about you, Dayu, what does your father do?	He is a teacher. He teaches mathematics in junior high school.
3.	Lisa		
4.	Udin		
5.	Edo		

Collecting information



We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs.

Here are what we will do. **First**, we will study the example carefully. **Second**, everyone of us will copy the table to our notebooks. **Third**, we will go around the classroom and ask 5 of our friends information related to their parents' professions. **Then**, every one of us will complete the table based on the information we get.

We will use a dictionary. We will spell the words correctly. If we have any problems, we will go to our teacher for help.

No.	Friend's name	Questions	Answers
1.		Beni, what **does** your father **do**? How about your mother, what **does** she **do**?	**My father is a farmer. He plants and grows rice. My mother is a housewife. She takes a good care of us.**
2.			
3.			
4.			
5.			

No.	Friend's name	Questions	Answers
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Communicating



We will work in groups. We are going to present the information we got from our friends related to their parents' professions. We will present it without reading our note.

Here are what we will do. **First**, we will study the example on how to make a presentation. **Second**, in our group we will distribute the information to present, who will present which part. **Then**, every one of us will practice to present the information in our group without reading our notes.

We will say the sentences loudly, clearly, and correctly.

We have asked 5 of our friends about their parents' professions.
Beni's father is a farmer. He plants and grows rice.
His mother is a housewife. She takes a good care of Beni and her family.

Reflecting



We will work in groups to reflect on our learning. We will discuss what we have learned.

Now we know, to ask about someone's job/profession, we ask:

- ❖ What do ....?
- ❖ What does ....?

Now we know to state someone's job/profession, we say:

- ❖ I am a .... I ....
- ❖ He is a .... He ....
- ❖ She is a .... She ....

Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat the conversations after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.

In the classroom

Siti	: Good morning, Beni.
Beni	: Good morning, Siti. How are you today?
Siti	: I'm doing very well.
Beni	: You arrive very early. Do you arrive early every day?
Siti	: Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself?
Beni	: Dayu is not here. She's late.
Siti	: Don't worry, I will help you clean the classroom.
Beni	: Thank you, Siti. You always help other people.
Siti	: You are welcome, Beni.

At Dayu's home

Dayu	: Let's study together again tomorrow.
Udin	: Do you study every day?
Dayu	: Yes, I do. I always study every day.
Udin	: That's why you always get good grades. You always study every day.
Dayu	: I do and I enjoy it.

At school

Edo	: Lisa, let's jog tomorrow morning.
Lisa	: What time?
Edo	: at 6 a.m.
Lisa	: Okay. Do you always jog every weekend?
Edo	: Not only on weekend. I usually jog 3 times a week.
Lisa	: That's why you always look very fit.
Edo	: Thank you. Okay, I'll be at your house at 6 a.m. tomorrow. See you.
Lisa	: See you, Edo.

Observing and asking questions

In the classroom

Siti	:	Guys, let's go to the park this weekend.
Beni	:	That sounds a good idea.
Lina	:	Yes, let's go there on Saturday.
Dayu	:	I love the park. I always go there every afternoon.
Udin	:	I'll go with you, guys. Edo, will you join us?
Edo	:	Of course I will.

In the classroom

Edo	:	Beni, let's go to school early tomorrow, so we can study together before the English test.
Beni	:	I'm sorry, I can't. I help my mom wash the dishes before I go to school.
Edo	:	Do you always help your mother every morning?
Beni	:	Yes, I do. I always help my mom whenever I can.
Udin	:	That's great.
Beni	:	Hey, let's study together this afternoon. We don't need to wait until tomorrow.
Edo	:	Yes, sure. That's a good idea.

Observing and asking questions



We will work in groups. We will make a list of the statements related to the habits of the people in the conversations.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebooks. **Third**, we will discuss the right statements to complete the table. **Then**, we will complete the table based on the result of our discussion.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Answers
1.	I always arrive at to school early.
2.	
3.	
4.	
5.	

Collecting information



We will work in groups. We will go around in the classroom and ask 5 of our friends 4 questions related to their habits.

Here are what we will do. **First**, we will study the example below carefully. **Second**, every one of us we will copy the table to our notebooks. **Third**, we will go around in the classroom and ask 5 of our friends 4 questions about their habits. We will use the questions from the conversations. **Then**, every one of us will complete the table based on the information we get.

We will say the sentences loudly, clearly, and correctly.

No.	Friend's name	Question	Answer
1.		Do you arrive at school early every day?	Yes, I do. I always leave home at 6 a.m.
		Do you study every day?	Yes, I do. I study every day.
		Do you always jog every weekend?	No, I don't. I don't always jog every day.
		Do you always help your mother every morning?	
2.			



We will work in groups. We are going to present the information we got from our friends related to their habits. We will present it without reading our notes.

Here are what we will do. **First**, we will study the example on how to make a presentation. **Second**, in our group we will distribute the information to present, who will present which part. **Then**, every one of us will practice to report the information in our group without reading our notes.

We will say the sentences loudly, clearly, and correctly.

We have asked 5 of our friends about their habits.
Dona doesn't always arrive early at school.
She always studies every day.
She jogs every morning.
She sometimes helps her mother.

Reflecting



We will work in groups to reflect on our learning.
We will discuss what we have learned.

Now we know, to ask about someone related to her/his habit, we ask:

- Do you always ....?
- Do you usually ....?

Now we know, to state my habit I say:

- I always ....

Now we know, to state someone else's habit, I say:

- She always ....
- He usually ....

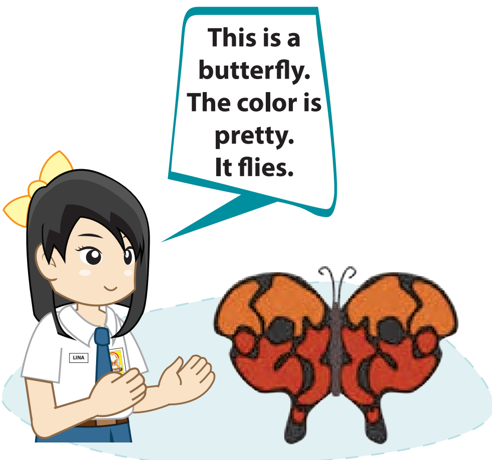
Associating



We will play the roles of the speakers.

Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat the statements after our teacher, sentence by sentence. **Then**, in groups we will say the statements from each speaker.

We will say the sentences loudly, clearly, and correctly.

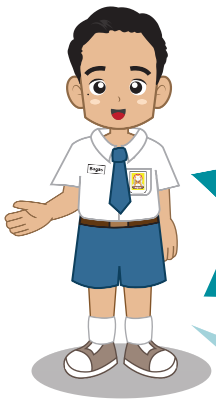








Associating



We will work in groups. We will write the activities of the animals in the first column.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebooks. **Third**, we will discuss the right activities to complete the table. **Then**, we will complete the table based on the result of our discussion.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Animals	Activity
1. Birds	Fly
2. Snakes	....
3. Dogs	....
4. Cockroaches	....
5. Turtles	....
6. Cats	....
7. Horses	....
8. Tigers	....
9. Buffaloes	....
10. Kangaroos	....

Associating

We will play the roles of the speakers.

Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat the statements after our teacher, sentence by sentence. **Then**, in groups we will say the statements from each speaker

We will say the sentences loudly, clearly, and correctly.









Associating





No.	The things	What we use them for
1.	chairs	We sit on it.
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Associating



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

In an English class

Miss Mutia : Good morning, class.
Students : Good morning, Miss Mutia.
Miss Mutia : Today we are going to go out and see the things, plants and animals around us.
Students : Yay.
Miss Mutia : Let's go out now.
(They're outside)
Miss Mutia : Look at the flowers in the schoolyard. Do you think they're beautiful?
Dayu : Yes, they are. They are colourful and beautiful.
Miss Mutiara : They beautify our school. How about the sun? What do you know about the sun?
Udin : It rises in the east and sets in the west.
Miss Mutiara : Very good. How about the big trees, what are they for?
Edo : They provide shade and oxygen.
Miss Mutiara : That's right. Anything else?
Siti : They give fruits, too.
Miss Mutiara : Yes, some trees do. Look! There's a cat.

Beni : I like the cat. She's very cute. I usually feed her. She eats a lot fish but she doesn't like rice.
Lisa : I play with her during break time. She's very playful.
Miss Mutiara : She makes you happy, doesn't she?
Lisa : Yes, she does.



We will work in groups. We will write what is said about the people, things, plants, and animals in the conversation above.

Here are what we will do. **First**, we will study the example carefully. **Second**, everyone of us will copy the table in our notebook. **Third**, we will discuss the right information to complete the table. **Then**, we will complete the table based on the result of our discussion.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	People/Things/ Plants/Animals	Statement related to the people/ things/plants/animals
1.	the flowers in the schoolyard	They **beautify** our school.
2.	the sun	
3.	the big trees	
4.	the cat	
5.	Beni	

Collecting information



We will work in groups. We will write the names of the things in our house and what we use them for.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebook. **Third**, we will go to the home of one of our members. We will observe the things there and observe what they are for. **Then**, we will complete the table based on the result of our discussion.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	The things	What we use them for
1.	chairs	We sit on it.
2.	table	We put things on it.
3.		
4.		
5.		

Chapter VII

I’m Proud of Indonesia!



Observing and asking questions



We will play the roles of the speakers in the conversations about Edo's notebook.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Do you see my notebook? I put it on my desk, but it is not there now.

What does it look like?

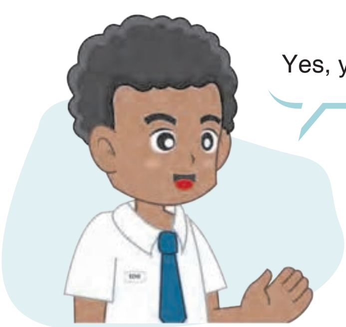
It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

It must be the one over there, on the teacher's desk.

Yes, you're right. Thank you.







We will play the roles of the speakers in the conversations about Lina's house.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Is it easy to find your house?

I think it is. I live in a new housing complex, so all the houses look the same.The all have a blue roof and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

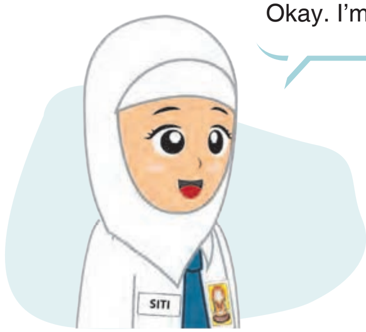
Is it near the small bridge on Jalan Teratai?

Yes. My house has a handycraft from Tana Toraja hanging on the front door. It is a triangle with beautiful carving.

But when the door is opens we can't see it from the street, can we?

You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.

Okay. I'm sure we will find it.





Observing and asking questions



We will play the roles of the speakers in the conversations about a pair of shoes.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

I went to market. In the big shoe shop, near the barber shop, I saw many beautiful shoes. I'm sure you like them.

Really? In fact, I need plastic shoes in this rainy season.

There are beautiful plastic shoes there. Different colours. Some have holes, and some have flowers in the front. Some are plain with nothing on them.

I need shoes with a strap, and open in the front, like sandals. It's always hot here, and my toes need air to breathe.

I agree. I saw many sandals with a strap, too. They have low heels, and they look comfortable.

Great. I'll go there tomorrow. Thanks.





Observing and asking questions



We will play the roles of the speakers in the conversations about a T-Shirt.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

I'll leave for Bali tomorrow. What souveneer do you want me to buy you?

Wow, thanks. That's very mindful of you. What if you buy me a T-shirt?

What kind of T-shirt?

I want a white T-shirt, with short sleeves. I like a sporty and casual one.

Alright. Do you want a plain one?

No, not a plain one. I want one with a picture, a small one, in the front. It should be a picture of anything about Bali.

Sure.





Collecting information

We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him.

Here are what we will do. We will work in group. **First**, we will study the example carefully. We will copy and handwrite it in our notebooks. **Second**, we will discuss to fill in the blank spaces with the right words from the conversations. **Third**, every one of us will handwrite the complete descriptions on a piece of paper. **Finally**, in each group, we will read all the descriptions to each other, orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Edo's notebook is ____________, with ____________. It has ____________. There is ____________ on the cover. It is ____________, with ____________.

   Edo's notebook is thick, with a blue hard cover. It has a white ribbon separator. There is a sticker on the cover. It is shiny, white, and round, with a picture of an orang-utan.

2. Lina's house is in ____________. The roof ____________ blue. It has no ____________. It is ____________ and ____________. There are two trees ____________. One of them is ____________. It is near ____________. There ____________from Tana Toraja hanging ____________ the front door. It is ____________ with ____________. There is a big stone ____________the his house. Some children often ____________ and ____________ there.

3. The big shoe-shop near ____________ sells different models of ____________. There are different ____________ of shoes. Some shoes have ____________. Some shoes ____________ flowers in the front. Some shoes ____________ plain. There are also shoes with ____________, and open ____________, like sandals. They ____________ low heels. They ____________ comfortable.

4. Mr. Gani wants a ____________ T-shirt, ____________ short sleeves. It is a ____________ and ____________ one. He wants one with ____________ about Bali ____________.



We will look closely at the descriptions of the four objects. We will analyze the states and the activities related to each object. We will use a table to do it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and handwrite it in our notebooks. **Second**, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. **Finally**, we will discuss to fill in the table with the right words related to each object.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

States of or related to Lina's house

Names of objects	States	
all the houses	look	the same
they	have	the same design, with a blue roof, and no fence
they	are	white and grey
there	is	a tree in front of every house
we	have	two trees
one of them	is	a star-fruit tree
it	is	near the small bridge on Jalan Teratai
my house	is	the one with a handycraft from Tana Toraja hanging on the front door
It	is	a triangle with beautiful carving
there	is	a big stone in front of my house

Activities related to Lina's house

Names of objects	Activities	
I	live	in a housing complex
we	cannot see	it when the door is open
some children	sit and play	there

Observing and asking questions



We will play the roles of the speakers in the conversation about Simon to make him stand out.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Hallo. I'm in the bus terminal now, but I still can't find Simon. What is he like?

He's tall. He's got a fair skin.

Many people are tall and have a fair skin here. I he wearing jeans?

No. He's wearing a uniform, black pants and a blue shirt with long sleeves.

I see three people wearing the same uniform.

He's a bit fat and chubby. He's wearing a black hat.

Oh ya. I see him now. He's walking toward me. He's carrying a backpack, isn't he?

I think so. Okay, see you later.





We will play the roles of the speakers in the conversation about Sofia to make her stand out.

Here are what we will do. We will work in group. **First**, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.



We will say the sentences loudly, clearly, and correctly.

Which one is Sofia?

Hallo. I've received the family photo. Thank you very much. Which one is Sofia?"

Sorry, I don't have the photo with me now. But, this may help. She's tall and thin.

I see three girls here, and they are all tall and thin. Is her hair straight and long, in a pony tail?

No, that's Rina, my niece. Sofia's hair is curly, usually in plaits. She has a fringe.

Two girls is wearing their hair in plaits. They both have a fringe too.

Right. Sofia's standing, not sitting. She's wearing a yellow night dress, with a picture of a sleeping baby.

Got it. Wow, that chubby little girl five years ago is now a beautiful slim girl?

Yes, she is.





Observing and asking questions



We will play the roles of the speakers in the conversation about Mrs. Herlina to make her stand out.

Here are what we will do. We will work in group. **First**, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Is our Science teacher, Mrs. Herlina, here? I've never met her.

Yes. She's here. But, I don't know where she is now. She's in batik and black pants.

But, all the ladies here are wearing batik and black pants.

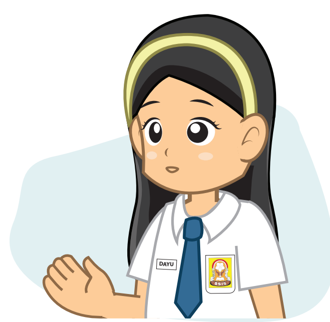
You are right. Ah, there she is. She's the big lady with glasses. She's sitting on the bench in front of the Principal's office.

Which one? Both ladies are big and wearing glasses. Is she wearing a scarf?

No, she is not. She's carrying a pink purse.

Alright. Come on, let's meet her.





We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts meaningful.

Here are what we will do. We will work in groups. **First**, we will read each text carefully in order to identify the sentences in the texts. We will do it orally. **Third**, we will rewrite and punctuate the text. This is the first draft. **Fourth**, we will read the sentences in the text to each other to check if they are meaningful. **Then**, we will write the final form of the texts. **Finally**, we will read the whole text to the class.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

1. simon is tall he has a fair skin he is wearing a blue shirt with long sleeves he is a bit fat and chubby he's wearing a black hat he's carrying a backpack
   Simon is tall. He has a fair skin. He is wearing a blue shirt with long sleeves.He is a bit fat and chubby. He's wearing a black hat. He's carrying a backpack.

2. sofia is tall and thin she has curly hair in plaits she has a fringe she's standing not sitting she's wearing a yellow night dress with a picture of a sleeping baby she is not a little chubby girl she's a beautiful slim girl

3. mrs. herlina is a big lady with glasses she is wearing batik and black pants she is sitting on the bench in front of the principal's office she's not wearing a scarf she's carrying a pink purse

Associating

We say good things about our objects because we are proud of them or love them.

Here are what we will do. We will work in group. **First**, we will carefully listen and repeat the descriptions after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.



My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.



Associating

I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.



Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at a bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.



I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.



Collecting information

We will list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and hadwrite it in our notebooks. **Second**, we will discuss to list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it. We will do the task in our notebooks. **Finally**, we will read our work to the class.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Udin is saying that his father is a good man, because ...
   - he loves his family.
   - he does not get angry easily.
   - he talks to his children about many things.
   - he and his mother often go out together to enjoy the evening.
   - he is friendly to the neighbours.

2. Lina is saying that his father is a good man, because ...

   ____
   ____
   ____

3. Dayu loves her Mom because ...

   ____
   ____
   ____

4. Edo is proud of his English teacher because ...

   ____
   ____
   ____

5. Benny thinks that her aunt, Dina, is a good example because ...

   ____
   ____
   ____

6. Siti loves his cat, Manis, because ...

   ____
   ____
   ____

Associating



We will learn to read to each other the description of a person/thing stated by each speaker.

Here are what we will do. **First**, we will carefully listen and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly.



I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.



I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. But I do not like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.



Pak Bacu is a janitor in our school. He's a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly, and he knows our names. But sometimes he's annoying. He often teases me, and laughs at me in front of my friends. He's sometimes fussy too. He tells us not to litter, again and again. He gets mad when we don't put our rubbish in the rubbish bin.

Associating

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink.He does not like fresh water. I'm often worried about his health.



I like my hometown. It is cool and green. There are many new buildings. The streets and the markets are clean. There are many plants on the sides of the roads. But I don't like some things about my town. The traffic is rather dangerous. Some people drive too fast. Many young people ride carelessly. They stop in wrong places and often block the ways. You have to be very careful when you cross the road.



There is a lake near my hometown. It's very large and panoramic. The forest around the lake is very green and cool. But, I want to say some sad things about it. It is very dirty and the foods and drinks are very expensive. People litter everywhere because there are not many garbage bins there. The vendors leave their waste everywhere. Some wooden benches are broken, so we cannot sit on them.





We will list the states and activities of a person/thing that each speaker likes or does not like. We will use a table to do it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and hadwrite it in our notebooks. **Second**, we will discuss to list the states and activities of a person/thing that each speaker likes or does not like. Each one of us will the task in our notebooks or type it with a computer. **Finally**, we will read our work to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

What Siti likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart.	- The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big, but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.

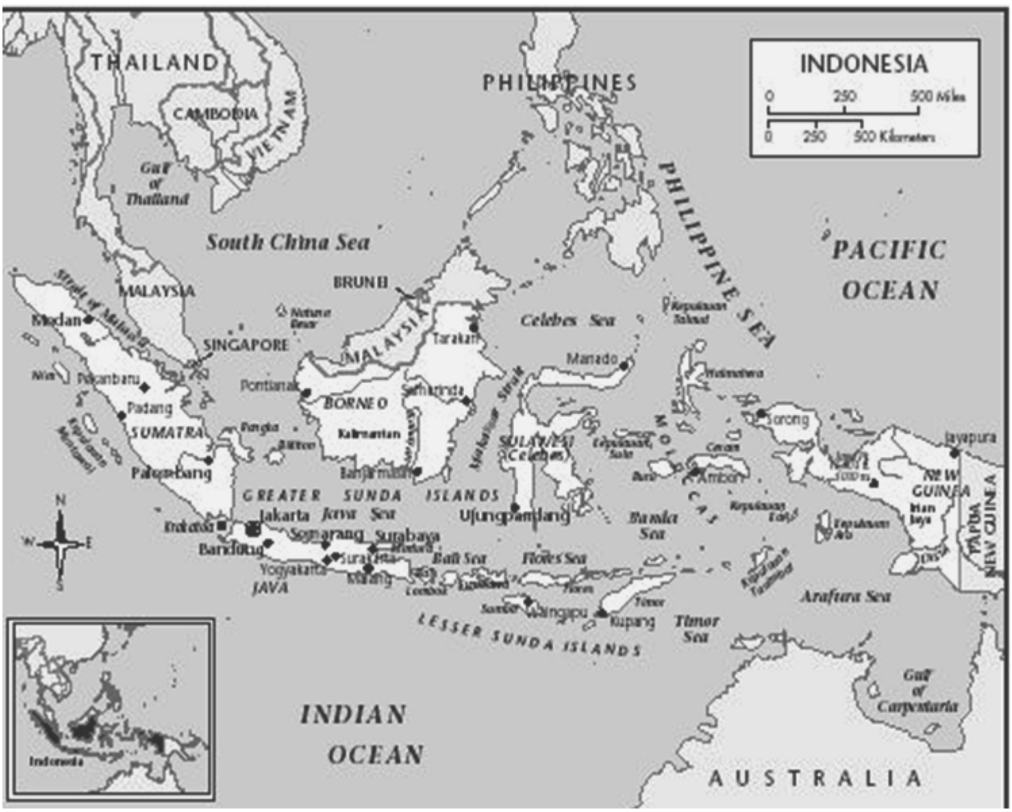
Observing and asking questions



We will learn to read to each other the description of Indonesia stated by each speaker.

Here are what we will do. **First**, we will carefully listen to and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly.



http://www.everyculture.com/Ge-It/Indonesia.html diunduh 25 Desember 2013

Associating



We will identify what the speakers say about (1) the location, (2) the size, (3) the archipelago, (4) the population, (5) the islands, (6) the waters, (7) the mountains and volcanoes, and (8) the climate. We will use a table to do it.

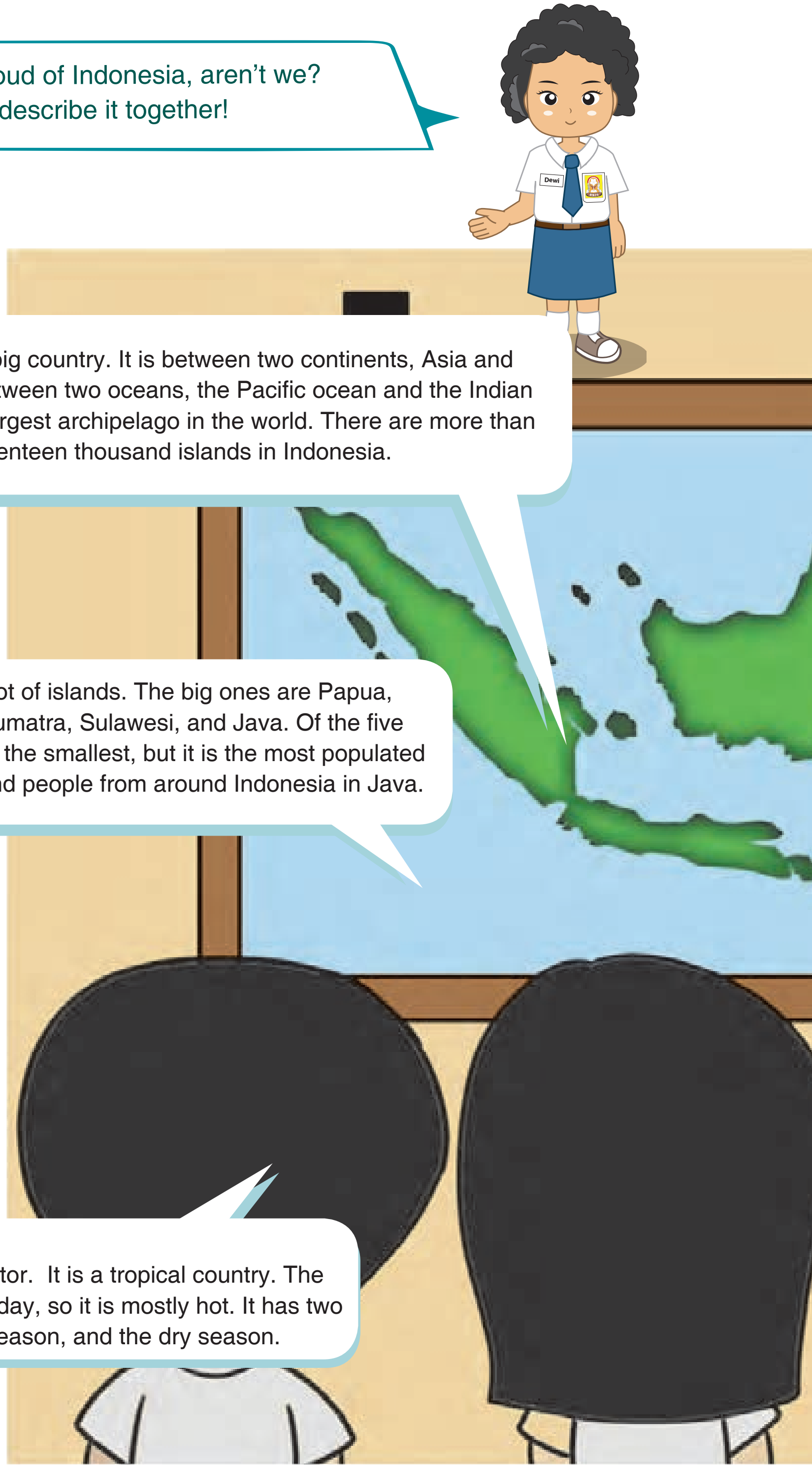
Here are what we will do. We will work in groups. **First**, we will carefully study the example and copy it in our notebooks. **Second**, we will discuss to find the details about each feature, like the example, "the location". We will use the table to do it. **Third**, every one of us will handwrite the work in the notebook. **Finally**, we will read our work to the class.

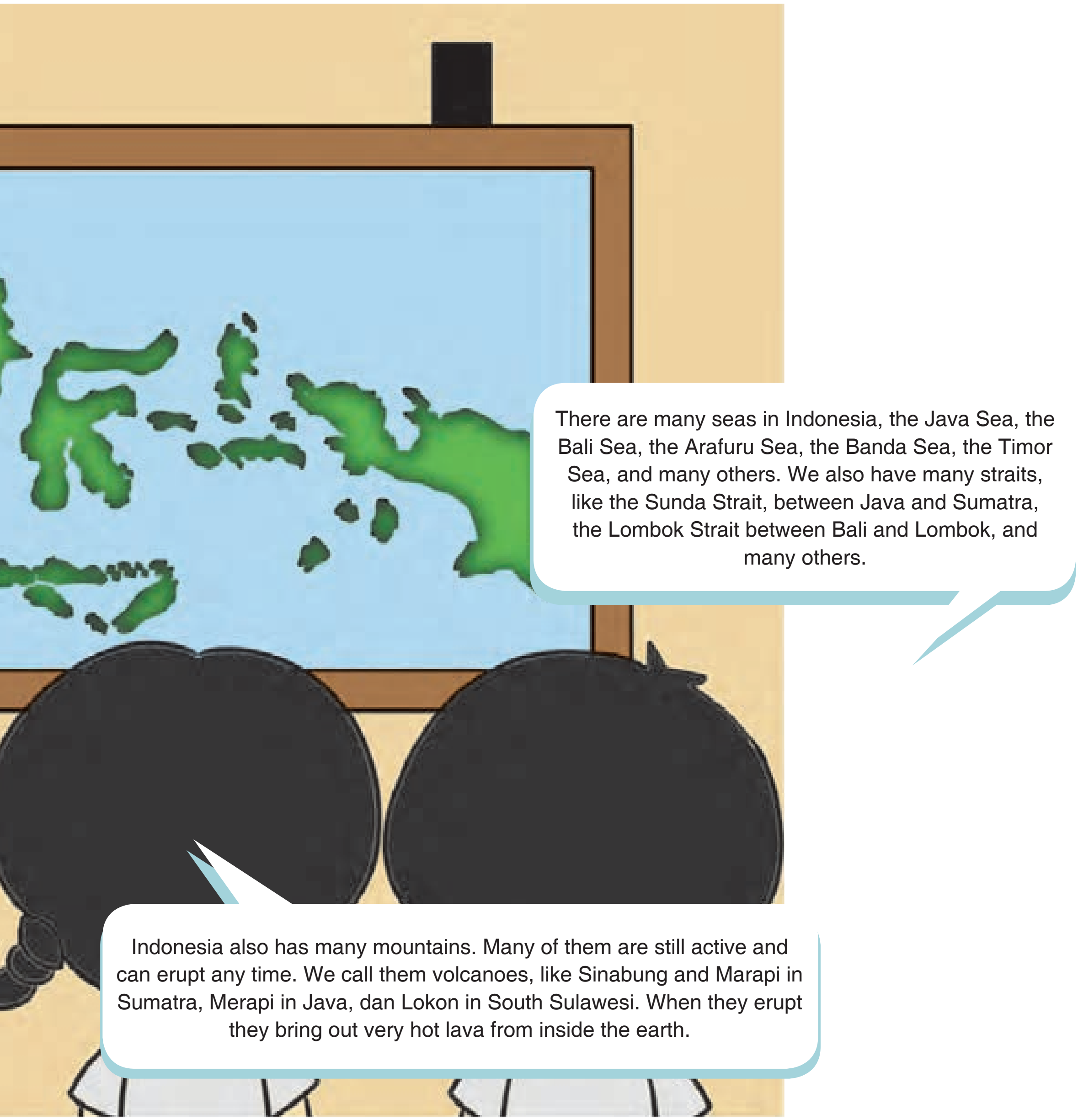
We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

The Location

1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Lina
2. Indonesia is on the equator.	Udin

Associating




There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Lombok Strait between Bali and Lombok, and many others.
Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Associating

We will learn to read to each other more descriptions about Indonesia stated by each speaker.

Here are what we will do. **First**, we will carefully listen to and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

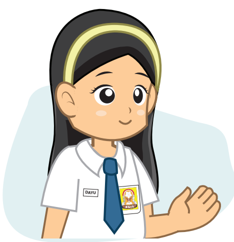




The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.





Indonesia is also rich with spices, like pepper, corriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them.We also protect our turtles.





Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

Associating



We will copy each description to complete each task and handwrite it in our notebooks.

Here are what we will do. **First**, we will carefully study the example and copy it in our notebooks. **Then**, every one of us will complete the task in the notebook, like the example.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Udin shows his pride of Indonesia's land. This is what he says: "The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, , kangkung and many others."
2. Lina is very proud of Indonesia's local fruits. This is what she says: "________"
3. Dayu talks about Indonesia's spices. This is what she says: "________"
4. Siti is proud of Indonesia's sea animals. This is what she is saying: "________"
5. Edo talks about Indonesia's farm animals. This is what he says: "________"

Associating

We will publish the long text entitled "I'm proud of Indonesia," which puts together all the descriptions about Indonesia, on the classroom wall.

Here are what we will do. **First**, each one of us will prepare a good piece of paper. **Second**, we will handwrite to copy the text on the paper. **Third**, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. **Then**, we will put it on the classroom wall.



We will spell the words and use the punctuation marks correctly.

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia.
Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, and Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts.Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, , kangkung and many others.
We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, corriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them.We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

Class VIII B, SMP Muda Berkarya, Bandung
January 2014

Associating



We will work on a class project to write about our school to show our pride, to promote it, and to criticise it, too. The title is “This is our Lovely School”. Each group will contribute at least five sentences.

Here are what we will do. **First**, all groups will go around and observe our school and collect useful information about it. **Second**, each group will make five statements about the school and write them on a piece of paper. **Third**, we will put all the statements from every group on the classroom wall. **Fourth**, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in a good order. **Fifth**, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. **Then**, we will put it on the classroom wall. **Finally**, we will take turn reading out the text to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

This is our Lovely School


SITI


EDO
BENI
UDIN
LINA
DAYU

Chapter VIII

That’s what friends are supposed to do

Here, we will learn to get the message of a song.



Observing and asking questions



We will read the lyrics of a song. If we want, we can download the song from YouTube. This is a very good song about friendship and caring. The song was popularized by Bruno Mars in 2010.

Here are what we will do with the song. First, we will copy the song in our notebooks. Second, we will listen carefully to our teacher reading the lyrics, meaningfully. Third, we will repeat the lyrics after the teacher, line by line. Finally, in groups we will learn to read the lyrics to each other, meaningfully too.

We will say the words loudly, clearly, and correctly.

Count On Me
By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

Oooh
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You know...

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh

You can count on me 'cause I can count on you

Sumber: https://www.youtube.com/watch?v=yJYXItns2ik



We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it.

Here are what we will do. We will work in groups. First, we will read the guiding sentences carefully. Second, we will discuss to find the parts of the lyric that contain the given messages. Then, every one of us will handwrite the messages and the sentences in our notebooks. We will first copy the examples. Finally, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Trouble, how hard it is, will never stop you from helping your friend.

   If you ever find yourself stuck in the middle of the sea I'll sail the world to find you

2. A friend will always show us the way each time we are lost.

   ____

   ____

   ____

3. We know what life means when we help others.

   ____

   ____

   ____

4. A good friend will rely on each other.

   ____

   ____

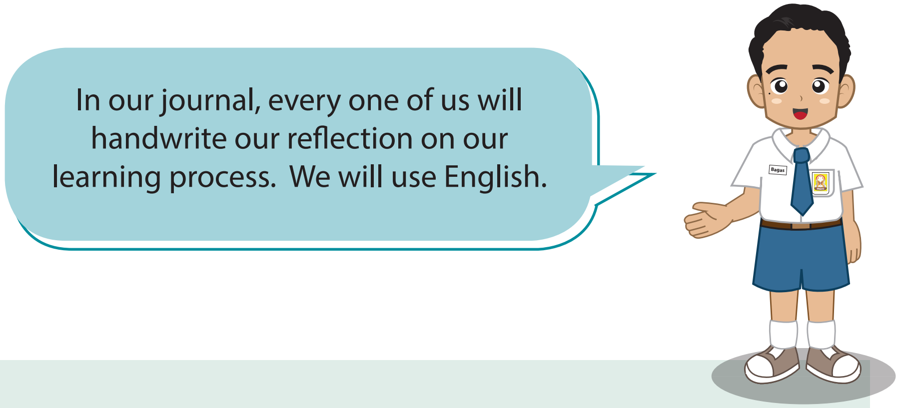
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5. A True friend will stay by your side at any situations.

   ____

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My Journal

I have just learnt to

____
____
____

The activities I like most are

____
____
____

The most difficult activities are

____
____
____

What I need to do better is/are

____
____
____

Daftar Pustaka

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 1989—sekarang: Dosen Prodi Pendidikan Bahasa Inggris, UNJ
2. 2001—sekarang: Konsultan Pendidikan Bahasa Inggris

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: *Teaching of English to Speakers of other Languages* (TESOL) Sydney University (1996-2001)
2. S2: *Teaching of English to Speakers of other Languages* (TESOL) Sydney University (1993-1994)
3. S1: Pendidikan Bahasa Inggris (1976-1982)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
2. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
3. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
4. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud, 2014
5. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014)
6. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014)
7. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
8. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. "Wacana interaktif kelas antara guru dan siswa Kelas 1, 2, 3 SD dalam proses pembelajaran tematik", yang diterbitkan dalam *Jurnal Pendidikan Dasar* volume 11(1), tahun 2010.
2. "Tipe proses dalam berbagai teks dalam koran serta pengungkapannya dengan kelas kata verba bahasa Indonesia", yang diterbitkan dalam jurnal ilmiah *Linguistik Indonesia*, volume 28(2), tahun 2010
3. "Plagiarisme dalam kata-kata mahasiswa: Analisis teks dengan pendekatan fungsional" yang diterbitkan dalam jurnal ilmiah *Linguistik Indonesia* volume 31(2), tahun 2013.

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Guru General English dan Wakil Kepala Sekolah bidang Kurikulum di TK-SD Al Irhaam Global Islamic School, Bandung (2009-2011)
2. Pendiri dan Kepala Sekolah Mentari Preschool, Sumedang (2011-2014)
3. Asisten Dosen di UPI Kampus Sumedang, STMIK Sebelas April Sumedang, dan Universitas Terbuka (2011-2012)
4. Dosen Bahasa Inggris di STBA Sebelas April Sumedang (2012-2014)
5. Instruktur Bahasa Inggris di NASA Airline Education Center, Bandung (2014-sekarang)
6. *CoFounder* dan Pengajar di Edu One Learning, Bandung (2015-sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S1: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Indonesia (2004-2009)
2. S2: Pendidikan Bahasa Inggris, Sekolah Pascasarjana, Universitas Pendidikan Indonesia (2014-sekarang)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
2. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
3. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
4. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
5. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud, (2014)
6. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. *Exploring Presentation Skills of Elementary School English Teachers with Different Educational Backgrounds* (2009)
2. *English and Children are not Nightmares* (2009)
3. *Proud to be Us as English Teachers* (2011)
4. *Adult Learners' Performances of Cambridge Young Learners Listening Test* (2015)
5. *Frame Factors in Integrating English and Islamic Value into Theme-Based Learning at Elementary School* (2015)
6. Integrasi Pembelajaran Muatan Nasional dengan Pengetahuan Global dan Karakter Islami (2015)
7. *Tongue Twister: A Tool to Improve Promoting Our Country* (2015)

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 2015-2016 : Dosen di Program Studi Sastra Inggris Universitas Negeri Jakarta
2. 2007-2016 : Guru di Optima Language Universitas Yarsi
3. 2004-2005 : Staf di UNJ Language Center

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2 : *Applied Linguistics* La Trobe University, Melbourne, Australia (2010-2012)
2. S1 : Sastra Inggris Universitas Diponegor (2009-2014)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English in Business Discourse (2015)
2. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
3. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Diskursus Poskolonial Indonesia dalam *Child of All Nations dan Anak Semua Bangsa*: Sebuah Studi Wacana Kritis (2014)
2. *Creating a Mutual Understanding that Leads to a Better Local and International Students' relationship in Melbourne, Australia* (2013)
3. *Reading: Take Away the 10-question Syndrome from Our Students* (2010)
4. *Self-Designed Classroom Project in Teacher Training* (2010)

Selain mengajar, penulis pun kerap terlibat dalam pengembangan pedoman dan menjadi juri di berbagai lomba bagi guru dan peserta didik di tingkat nasional. Penulis kerap menjadi penyaji di berbagai seminar baik nasional maupun internasional. Penulis juga terlibat dalam komunitas *Academic Arisan*, yang mengadakan *workshop* gratis tentang hal-hal yang menyangkut pembelajaran untuk guru-guru di Jabodetabek.

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Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. Sekarang-1987: Dosen di Departemen Pendidikan Indonesia.

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Departemen Susastra/Fakultas Ilmu Budaya/Universitas Indonesia (2001-2006).
2. S2: Applied Linguistics/School of English and Linguistics/University of Macquarie (1992-1994).
3. S1: Jurusan Pendidididikan Bahasa Inggris/Fakultas Pendidikan Bahasa dan Seni/ IKIP Bandung.

Judul Buku yang pernah diedit (10 Tahun Terakhir):

1. Buku Non-teks sejak 2010.
2. Buku Teks SMP/SMA (sejak 2010).
3. dst.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Nasionalisme dalam Empat Film untuk Anak – 2015.
2. Dunia Anak menurut Penuis Anak seri "Kecil-kecil Punya Karya" -2014.
3. Alimentary Poetics: An analysis of Rohani Din's poems 2014.
4. Keberaganaan dalam sepilihan cerita anak Indonesia 2013.
5. Ujang dan Abjeksi: Kajian Lacanian atas Novel Godi Suwarna "Deng" 2012.

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Kemahiran Berbahasa Inggris
Kajian Poskolonial, Naratif, dan Feminis

Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 1999 – sekarang : Dosen di Program Studi Sastra Inggris Universitas Padjadjaran.
2. Juni 2006 – September2008: Sekretaris Program Studi Sastra Inggris Universitas Padjadjaran.
3. Juni 2006 – September 2008: Sekretaris Koordinator Mata Kuliah Pengembangan Kepribadian Bahasa Inggris Universitas Padjadjaran.
4. Maret 2008 - 2010 : Pengajar Program Pascasarjana (S2) Fakultas Ilmu Budaya Universitas Padjadjaran.
5. Oktober 2011 – Juli 2014 : Pengajar Persiapan TOEFL dan IELTS di Pusat Bahasa Fakultas Ilmu Budaya Universitas Padjadjaran.
6. Februari 2016 - sekarang : Sekretaris Program Studi Sastra Inggris Universitas Padjadjaran.

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2 : Faculty of Humanities/School of English/University of Kent at Canterbury England (2001 – 2002).
2. S1 : Fakultas Sastra/Jurusan Sastra Inggris/UniversitasPadjadjaran (1995 -1999).

Judul Buku yang pernah Ditelaah (10 Tahun Terakhir):

1. Think Globally, Act Locally (2015 – 2016).
2. When English Rings a Bell (2015 – 2016).
3. Penilai Buku Ajar Bahasa Inggris (2014).
4. Penilai Buku Ajar Bahasa Inggris (2013).
5. Penilai Buku Ajar Bahasa Inggris SMP dan SMA (Juli 2005).
6. dst.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Subalternitas dalam Feminist Fables Karya Suniti Namjoshi: Telaah Kearifan Lokal Marjinal (2015).
2. Integrasi Konsep dan Bentuk Wayang Kulit dan Golek dalam Pementasan Drama Macbeth: Hibridisasi Budaya sebagai Upaya Pelestarian Kebudayaan Lokal—Anggota Tim (2014).
3. What's in a (nick)name?: Arti Nama Parijs van Java bagi Pencitraan Kota Bandung—Ketua Tim (2013).

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Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 1994 – 2010: Pembantu Pimpinan pada Pusat Perbukuan, Sekretariat Jenderal Kemdikbud.
2. 2010-sekarang : Pengembang Perbukuan pada Bidang Perbukuan, Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud

Riwayat Pendidikan Tinggi dan Tahun Belajar:

3. S2: Pascasarjana/Manajemen Pendidikan/Universitas Negeri Jakarta (2004-2007)
4. S1: Fakultas Sastra/Bahasa dan Sastra Inggris/Universitas Negeri Jember (1983-1988)

Judul Buku yang pernah diedit (10 Tahun Terakhir):

1. Bahasa Inggris SMP dan SMA
2. Bahasa Inggris Buku-Buku Pendidikan
3. Bahasa Inggris untuk Umum
4. Bahasa Indonesia SD, SMP, dan SMA
5. dst.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada.

Profil Ilustrator

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:
1. 2013 : Internship JWT Ad
2. 2014 – sekarang : Illustrator PT. Karya Sahabat Global (Bestfren)
3. 2016 : Freelance designer PT. CID

Riwayat Pendidikan Tinggi dan Tahun Belajar:
1. S1: Desain Komunikasi Visual (2009-2013)

Karya/Pameran/Eksibisi dan Tahun Pelaksanaan (10 tahun terakhir):
1. Pameran Tugas Akhir, Sekolah Tinggi Media Komunikasi Trisakti (2013);
2. PAKEM Trisakti (2014)

Buku yang Pernah dibuat Ilustrasi dan Tahun Pelaksanaan (10 tahun terakhir):
1. Ilustrasi YAUDS comic (2015)
2. Ilustrasi Buku Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas 10

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Bidang Keahlian: Graphic Design

Riwayat pekerjaan/profesi (10 Tahun Terakhir):
3. 2012 – 2016: Project Coordinator.
4. 2010 – 2016: Freelance Graphic Designer & Illustrator.

Riwayat Pendidikan Tinggi dan Tahun Belajar:
1. S1: Desain Komunikasi Visual Institut Sains dan Teknologi Al Kamal (2012-2015)

Karya/Pameran/Eksibisi dan Tahun Pelaksanaan (10 tahun terakhir):
1. Tidak ada.

Buku yang Pernah dibuat Ilustrasi dan Tahun Pelaksanaan (10 tahun terakhir):
1. Tidak ada.

Catatan :

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Buku Bahasa Inggris Kurikulum 2013 memberikan pendekatan yang lebih bersahabat bagi para peserta didik. Materi yang berfokus kepada kehidupan peserta didik sehari-hari diharapkan dapat diaplikasikan secara langsung dalam komunikasi aktif kepada semua orang di sekitarnya. Beberapa pembiasaan positif pun diperkenalkan sehingga diharapkan dapat memperkenalkan sifat santun, peduli, dan juga kasih sayang dengan pendekatan bahasa Inggris.

Mari kita gunakan bahasa Inggris sebagai alat komunikasi, bukan lagi sebagai sebuah ilmu hafalan yang hanya ternilai secara tertulis. Sehingga pada akhirnya, bahasa Inggris dapat diaplikasikan dalam kehidupan peserta didik sehari-hari melalui pembelajaran kontekstual.

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